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ABSTRACT

Pennsylvania's alternative education programs for youths with disciplinary problems have increased three-fold in the last five years. This publication includes descriptions of 36 such programs, chosen to be representative of the variety of programs operating in the state's schools. Each program description identifies the district, coordinator, grade levels, number of students, funding, yearly operating costs, and hours of operation. In addition, the descriptions answer six questions regarding such topics as student placement, curriculum, student assessment, exit criteria, instructional techniques, staff training, and program evaluation. (WD)

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ALTERNATIVE EDUCATION PROGRAMS FOR DISRUPTIVE YOUTH

Compiled by:
Division of Student Services
Pennsylvania Department of Education
March 1981

EA 014 234

PREFACE

In April of 1977 the Department of Education prepared a publication entitled, Alternative Disciplinary Programs and Practices in Pennsylvania Schools, which contained descriptions of 20 alternative education programs for disruptive youth. Several thousands copies were distributed to Pennsylvania educators and these served to provide the impetus and direction for the development of additional alternative programs.

Over the five-year period since that publication was distributed there has been a three-fold increase in the number of alternative discipline programs in Pennsylvania. During the 1979-80 year the districts operating these programs were contacted and asked to prepare program descriptions similar to those contained in the original document. Over 60 schools responded by submitting information about their alternative programs using a standard format. From these, 36 were chosen for inclusion in this revised publication. These were selected so that they would be representative of the variety of programs which were operating in the schools.

With minor editing, the program descriptions which follow have been printed just as they were submitted by the schools. In that regard, we wish to thank all of the districts which took the time to prepare a writeup and we appreciate their willingness to share their experiences and ideas with other educators.

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PROGRAM TITLE: Northern Area Alternative High School

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Allegheny Intermediate Unit #3 on behalf of Northern Area School Districts

COORDINATOR OR CONTACT PERSON:

George A. DeSimone
Principal

TELEPHONE: (412) 367-3300

TYPE OF PROGRAM (one or two line descriptor)

Voluntary alternative high school

TYPE OF DISTRICT: Suburban
(Rural, urban, etc.)

GRADES INVOLVED: 9, 10, 11, 12

NUMBER OF STUDENTS:
IN DISTRICT:
IN PROGRAM: 105

PROGRAM LOCATION:
A. W. Beattie Technical School
9600 Babcock Boulevard, Allison Park, PA 15101

HOURS OF OPERATION: 12:00 TO 7:30 PM
(TIME - DAYS OF WEEK) 4 days a week
8:00 AM to 3:30 PM - Friday

FUNDING SOURCE(S):
(Local, state, federal funds)
Title IV-C Fed. $ 42,000.00
Local $128,000.00

ESTIMATED YEARLY OPERATING COSTS: $ 170,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Eight school districts in the northern area of Allegheny county together sought an alternative means of educating a small percentage of their students whose needs were not being met. The eight districts via Allegheny Intermediate Unit #3 agreed to establish an alternative high school located apart from each of the sending schools.

The students in the alternative high school, who range from grade 9 through 12, have exhibited one or more behaviors such as being truant, being disruptive, alienating themselves from the home school or not achieving academically. Although they have not been successful in the traditional high schools, these students exhibit a wide range of abilities. Many are preparing for college or other post high school education while some require extensive remediation in basic skills. However, no student with a defined speciality is admitted into the program.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

When they enroll, students are assigned an advisor who is familiar with a specific school district and its graduation requirements. The advisor performs a credit analysis on the student to help establish some long range goals toward graduation.

Then each student is administered a battery of achievement tests, a measure of self-concept, and an instrument designed to measure student perceptions of education, school, and school personnel. The results of these tests are used by the advisor and student to draw up a schedule of four classes in either English, social studies, reading, mathematics, or work study.

Instruction is basically centered around three components. The most common is small group instruction. With six full time teachers, several part time teachers and tutors, it is possible to keep class size under 15 and often under 10.

For the student who needs more intense contact with the teacher, individualized instruction is available. These students can spend time with teachers, reading specialists or tutors on a one to one basis each day if necessary.

The third component is the "drop-in" program. This program is specifically designed for students who are in the work study program, attending a vocational school, or taking courses at the home school in addition to the alternative school. These students meet once a week by appointment with content teachers while working on contracts outside of school to get credit.

The primary goal of the program is for each student to graduate from the sending high school. Emphasis on basic skills is accompanied with activities, field trips and enrichment courses designed to permit students creative growth and opportunities for improving socialization skills. A conscious effort is also made to help students accept the responsibility for their own learning and behavior. Positive reinforcement is used by the staff in hopes of enhancing the self-concept of students in the program.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

When students earn the required credits either at Northern Area Alternative High School alone or in combination with the sending high school, they take part in regular graduation ceremonies at the sending high school.

At no point in the program does a member of the professional staff suggest a student return to the sending high school, but if at any point a student suggests it a conference is held to review progress and reasons for returning. Counselors, advisors, and principals from both schools along with the student and his or her parents together decide what they think is best for the student.

Some students have been removed from the alternative school by the courts, but no one who is interested in staying and finishing his or her high school education has been asked to leave.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The Northern Area Alternative High School is most unique in its original composition. Nine superintendents originated the idea and have continuing input into the operation of the alternative school. Close communication is maintained between the alternative school and all of the districts involved.

Another interesting emphasis in the alternative school is the attempt being made to utilize the community as an educational resource. An intense work study and cooperative education program is available for students as is a community internship program which gives students credit for volunteer work in one of several social settings. A number of alternative school students are offered to outside counseling centers or other social agencies in the community.

One of the most successful components of instruction in the alternative school is the "drop-in" program. For students who work or attend another school, individualized learning activity packets are available. The work is done at home and checked during a weekly conference with participating content teachers who award credit at the completion of the contract.

HOW DO STUDENTS GET INTO PROGRAM?

Each participating district is allotted 15 enrollment slots. At the beginning of the school year guidance counselors and/or principals present a list of recommended students to the alternative school principal. He in turn meets with each student and his/her parents to explain the program. The alternative school is not an ultimatum, but a voluntary program. accepting only those students who want to enroll.

Students who do choose to attend must first make a committment in writing as do their

Parents to uphold specific responsibilities.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Over the course of the year, evaluation information was gathered from three district populations: 1) students; 2) parents; and 3) administrators/counselors. The most important findings will be summarized here. More specific item analysis and discussion are available upon request.

- Parents saw significant changes in their children's attitudes and behavior. Both interpersonal behaviors and attitudes toward schooling improved over the course of the year.
- Both administrators and counselors in local schools endorsed the concept of alternative education and thought that benefits could be gained from it.
- Most important, results obtained from the Student Opinion Survey and the Locus of Control Scale show high positive change in student attitude toward their schooling and their control over that schooling.

In conclusion, based on these data, the project appears to have been successful in its first year of operation.

PROGRAM TITLE: Instruction in Controlled Environmen

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Aliquippa Boro School District

Laughlin Building Main Street

Aliquippa, Pa. 15001

COORDINATOR OR CONTACT PERSON:

T. J. Jachimowicz, Supt.

TELEPHONE: (412) 378-8571 Ext. 33

TYPE OR PROGRAM (one or two line descriptor)

Alternative education for grades 7-10

TYPE OF DISTRICT: Urban
(Rural, urban, etc.)

GRADES INVOLVED: 7-10

PROGRAM LOCATION:

Classroom in Senior High School

NUMBER OF STUDENTS:
IN DISTRICT: 2,393
IN PROGRAM: 10-16

HOURS OF OPERATION: Regular school hours 7:50 TO 3:00
(TIME - DAYS OF WEEK) Regular school year

FUNDING SOURCE(S): Title IV-C
(local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 40, 000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

This is an Individualized Educational program developed for a target group of students in an attempt to implement strategies to prevent or minimize non-productive behavior. The 7-10 grade students placed in the Instruction in a Controlled Environment (ICE) have exhibited disruptive behaviors in their regular classes, skipped classes, or have been chronically tardy.

Those who are disruptive in class are referred to the appropriate assistant principal who will assign the students to either in-school or out of school suspension. Out of school suspension is reserved for the most severe infraction of the school discipline code.

The students assigned to ICE typically are low academic achievers, often lack a strong family unit to provide direction, control of security, and frequently are absent from school. Many of these students have emotional problems with which they have difficulty dealing.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

When a student is assigned to ICE, the counselor makes an initial telephone contact with the family and provides an opportunity for a conference within the student's reassignment time. The counselor talks with the student on an individual basis at least once during the student's time. Should the need arise or the counselor recognize a need for an outside agency, he works with the family to make the referral to the appropriate agency.

Within the classroom itself, the counselor arranges and conducts group sessions on a fairly regular basis. These sessions are designed for the individual group and may be psychologically directed or may be academically oriented. Frequently the students are anxious to share their feelings and opinions and much is derived of a beneficial nature.

The student's assignment come to the classroom from their regular teachers. While in the ICE they work on these assignments. The teacher in the classroom works individually with each student, many times at the student's request. Often by observing a student sitting idly, the teacher can determine that the student is having difficulty with his classwork and she will tutor that individual.

Supplementary evaluative math, English and survival skill worksheets are utilized within the classroom so that the student's time is fully occupied and so that his education continues while he is in the ICE.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

A student is assigned to ICE for three days or five days dependent upon his violation. At the end of his reassignment, if the student has proven to be cooperative and completed his assigned work, he is re-entered into his regularly scheduled classes.

Should the student be disruptive while he is assigned to ICE, the classroom teacher can recommend to the principal that the student should be given extra time in the classroom or that the student be given out-of school suspension. During the extension, the counselor and teachers work very intensely to bring about certain behavior modifications which will allow the student to feel more successful in his regular classroom.

There is a great deal of parent, counselor, and teacher contact during the student's reassignment.

Before returning to his regular schedule, the student meets with the school's counselors who filter him back into the system.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

SEE ATTACHED SHEET

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

It is perhaps too early to measure the effectiveness of this program since it has been in operation just six weeks. We do anticipate devising a student follow up and evaluation procedure within a short time.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM?

Many of our students who are disruptive in the classroom are students with a long history of being trouble makers. We recognize that a troublesome student is often venting pent-up emotions from situations he has at home or that he feels about himself. With this in mind, one of the unique features of our program is a crisis counselor assigned to work specifically with these students. He makes at least two contacts with the student's parents preferable at school and in person. However, if an at school conference is not feasible, the counselor will make home visits or telephone contacts. In doing this, the counselor involves the family in the student's difficulties so that the family can share the responsibility for the behavior exhibited and share in changing the negative behavior to a more acceptable behavior. The student is counselled individually at least once by the crisis counselor during his in-school suspension. Very frequently, but not on a regularly scheduled basis group sessions are held with role playing, values clarification, group process or problem solving. These sessions have proven to be extraordinarily beneficial to the students, counselor and teacher.

The ICE students are in grades 7-10 only. This was the target group since the largest number of suspensions occurred within these grades. A single classroom in the high school was designated for the ICE program and students are suspended from the middle school and high school report to the room

While in ICE students are provided with a great deal of supplementary material dealing particularly with survival skills. These are the students for whom survival might be most difficult so written work is offered, subtle one on one sessions occur, and group discussions can revolve around that area.

PROGRAM TITLE: Program of Alternative Secondary Studies (P.A.S.S.)

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Altoona Area School District

Altoona, Pennsylvania 16603

COORDINATOR OR CONTACT PERSON:

Walter Betar, Principal
Altoona Area High School
Altoona, PA 16603

TELEPHONE: (814) 946-8275

TYPE OR PROGRAM (one or two line descriptor)

An educational program created for students with unique problems that are not conducive to their attending the regular day school program.

TYPE OF DISTRICT: Urban
(Rural, urban, etc.)

GRADES INVOLVED: 7-12

NUMBER OF STUDENTS:
IN DISTRICT: 10,500
IN PROGRAM: 92

PROGRAM LOCATION:

Altoona Area High School

HOURS OF OPERATION: 5:30 P.M. TO 9:30 P.M.
(TIME - DAYS OF WEEK) Monday through Thursday

FUNDING SOURCE(S): Local
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 37,500.00

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

PASS is a program of alternative learning opportunities for "disadvantaged youth"--young people whose self-concept, family situation, economic and educational deficiencies do not allow them to function fully in a regular academic environment:

a. pregnant girls
b. young mothers (with child care responsibilities)
c. young fathers (with family support obligations)
d. students who must work
e. former dropouts or students returning from exclusion
f. school phobics
g. poor attenders and truants
h. disruptive students
i. delinquent adjudicated students

Referrals are made, using a copy of the specimen form enclosed, as follows:

a. All referrals are addressed to the Assistant Superintendent for Secondary Education for approval.
b. When individual student situations are clearly identifiable--pregnancy (supported by a physician's letter), child care obligations, essential employment, etc.--referral actions may be submitted directly to the Asst. Supt. for Secondary Education. (When doing so, the "Not Applicable" box under the "Thru" address section of the referral form will be checked.

continued on attached sheet

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

I. Objectives

A. To provide an alternative setting and time structure for students who demonstrate a high dropout potential or whose conduct would normally result in exclusion

B. To provide a tailored curriculum, allowing for individual growth and remediation, where indicated

C. To provide counseling to help dysfunctional students earn their way back into the mainstream of a regular high school program.

II. Description

A. PASS provided for continuity and expansion of the former Extended Day School Program (EDSP), a Title I program which has been in operation for three years, 1971-1974. During the 1973-74 school year, the EDSP served 164 students. Of those, 37 completed the requirements for graduation and 60 were promoted to higher academic standing. Thus, 59% of a group of students with a high dropout potential were retained in the system and experienced growth.

B. The program employs 10 certified professionals as follows:

1 Supervisor/Counselor	1 Health/Physical Education
1 Language Arts	1 Business Education
1 Mathematics	1 Home Economics
1 Science	2 Industrial Arts
1 Social Studies	

III. Evaluation

A. A variety of commercially produced systems will be mixed with locally designed programs. Following intake diagnostics, a program will be constructed and prescribed for each student. Curriculum content area learning units will be presented to individual students based on the determined starting points and the developmental needs of each student. These self-contained units will include: instructional objectives, associated study tasks (keyed to a purposively designed assortment of resource materials), teacher intervention as required or requested, and progress tests to measure the degree to which objectives are being met. Where indicated, remedial loops will be provided. Thus, it is believed that the outcomes of such programmed learning experiences can be viewed in terms of competency.

B. The establishment of such educational alternatives does not necessarily constitute a competitive structure. The Program for Alternative Secondary Studies (PASS) is intended to be transitory in nature and scope. That is, students selected into PASS will be provided with opportunities for attaining academic successes, obtaining meaningful "field experiences," and realizing personal growth. Attention will be devoted to reconstructing those functional behaviors which, when acquired, should allow students to return to "the mainstream" of secondary education.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

A. Transition to regular class
   1. At the conclusion of each semester a staff conference is conducted to evaluate a student request for return to regular or staff request for return of a student
   2. If the student has made an effort to help himself, maintained good attendance, and has passing grades, he will be returned

B. Promotion
   1. A student may earn up to 5.5 credits for completing the required work for the academic year.
   2. If the student is being recommended for return to regular class the following year, a counselor will individually schedule the student into regular class. The counselor will also place the child into intensified counseling sessions for the first nine weeks of the school year. If a positive behavioral modification and adjustment is occurring, the student is removed from the intensified counseling sessions.

C. Graduation
   1. Students completing the graduation requirements are afforded the rights and privileges of any graduating senior at the Altoona Area High School.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

A. Unique Features
   1. The instructional program can be utilized up to three years for a student.
   2. A pure individualized program of study is developed for each participant.
   3. The program utilizes many individual resource people as guest lecturers-speakers for the students.
   4. A student in this program qualifies to participate in any student activity or athletic program sponsored at the high school.
   5. Instead of marking period grades, this program employs an accumulative grading system for date of entry. This motivates each child to perform at his specific rate of progress and not be penalized.
   6. A student may enter the program at any time during the school year.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

A. All major objectives are being achieved in terms of the educational opportunities and services made available. The 160 students served by this program would not be able to continue their schooling otherwise. While attrition does occur, program success is attributed to the fact that approximately 50% of the enrollment is retained. Of this group, most of the 33 identified seniors will meet the requirements for graduation and a reasonable number of underclassmen will be prepared to return to the mainstream next year.

B. Other effective sources for the success of PASS: (1) A meaningful number of students are retained and growth continued (2) A practiced selection and referral system provides effective linkage with the program (3) Selected staff are highly efficient (4) The program is more than cost-effective; the per-student expenditure is significantly less than that earmarked for students in regular programs.

c. However, in the event of more complex student situations, referrals are made "thru" an established support element--the Director of Pupil Special Services, the Evaluation and Review Committee, the Attendance Committee, or the Discipline Committee--as appropriate, according to existing guidelines.

The referral form will be accompanied in all cases by a copy of the students
a. permanent record card
b. test data card

On those occasions when a referral is routed "thru" one of the supporting elements, additional documentation will be provided in accordance with the guidelines established by those elements.

PROGRAM TITLE: Alternative Education Program

SCHOOL DISTRICT OR INTERMEDIATE UNIT

ARIN Intermediate Unit #28

COORDINATOR OR CONTACT PERSON:

Margaret R. Welty

TELEPHONE: (412) 349-9060

TYPE OR PROGRAM (one or two line descriptor)

Alternative classrooms for disruptive truant and socially dusfunctional junior high students.

TYPE OF DISTRICT: Rural
(Rural, urban, etc.) Small Town

GRADES INVOLVED: 7, 8, 9

PROGRAM LOCATION:
Junior High Schools in Blairsville, Indiana and Marion Center

NUMBER OF STUDENTS:
IN DISTRICT:
IN PROGRAM:

HOURS OF OPERATION: 7:30 AM TO 3:00 PM
(TIME - DAYS OF WEEK) Monday-Friday

FUNDING SOURCE(S): Title IV-C
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 94,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

1. Disruptive aggressive students
2. Habitually truant students
3. Students who have repeated failures based in socially dysfunctional behavior

SPECIAL EDUCATION STUDENTS ARE NOT ELIGIBLE

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

The goals of the program are:

1. To bring each student involved in the Alternative Education Program to the academic and social level when he or she can return to the regular classroom.

2. To create an educational environment within the school setting that supports changes in student behaviors relating to improved self-concept, understanding of others, and an increased interest in school.

3. To develop a system of communication between the AEP within each school site, the community and the home that will support the efforts of the AEP.

4. To provide counseling services to both students and parents on a regularly scheduled basis.

5. Free the time and attention of the other teachers and administrators to work with students able to learn in a regular school setting.

Students are referred to the program by district teachers and administrators, courts, social agencies, parents and the students themselves. All students are tested in reading, math, language, and self-concept when they enter and again when they leave the program. Testing is done for diagnostic and evaluative purposes.

This is a highly structured program based on a success oriented behavior management system designed to shape behavior through establishment of expectations and feedback. In addition, students receive individual and group counseling daily.

The curriculum emphasizes daily, individualized instruction in math, reading and English in addition to group activities designed to increase knowledge and develop social skills, life skills and educational/vocational skills. Weekly field trips supplement classroom activities.

Each classroom is staffed by one teacher and one aid who are responsible for the behavior management system, counseling, and the curriculum in addition to periodic home visits and at least weekly contact with parents.

An itinerant resource teacher/counselor assists in planning and teaches in each classroom six and one-half hours per week. The Program/Coordinator/Counselor provides supervision, consultation, planning and counseling and coordination between teachers, districts, and community service agencies.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

All students spend a minimum of nine weeks in the program. Students whose attendance and social behavior is acceptable as measured by the daily and weekly behavior management rating system will be mainstreamed on a gradual basis until the student is completely returned to regular classes. Students who complete an entire year in the program may be advanced to the next grade. Based on age, ability level, academic achievement, and social maturity students may be considered for a two year promotion.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The program is based on a consortium of one small town and two rural districts and the Intermediate Unit which coordinates the program. All staff are employed by the Intermediate Unit but classrooms are located in the students' home school. This structure is designed to allow small districts to consolidate resources while allowing students to remain in their own school building where they can use resources and participate in regular school activities to the extent that they are able.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Evaluation which will be done at the end of the first school year will include, but not be limited to, the following factors.

1. Number of students returned to the regular classroom.
2. Improvement in regular school atmosphere from which the students were removed.
3. Improvement in school attendance.
4. Improvement in basic academic skills as measured by pre and post tests.
5. Improvement in self-esteem as measured through observation and pre and post tests.

PROGRAM TITLE: Alternative Program for Disruptive Students

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Bellefonte Area School District
East Bishop Street
Bellefonte, Pennsylvania 16823

COORDINATOR OR CONTACT PERSON:

Daniel R. Besch
Principal

TELEPHONE: (814) 4833

TYPE OR PROGRAM (one or two line descriptor)

In School Suspension (T.O.P.)
An evening school program

TYPE OF DISTRICT: Rural
(Rural, urban, etc.)

GRADES INVOLVED: 9-12

NUMBER OF STUDENTS:
IN DISTRICT: 1150
IN PROGRAM: 4-9

PROGRAM LOCATION:

Senior High School Building

HOURS OF OPERATION: 8:00 5:00 TO 3:30 9:00
(TIME - DAYS OF WEEK) Mon. - Fri.

FUNDING SOURCE(S): Federal
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 28,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

The student admitted to the alternative learning program exhibit any or all of the following characteristics:

1. Abusive behaviors that consistently and regularly disrupt and/or threaten the participants in their normal class setting.
2. Consistent disruptive behaviors in the school setting (classroom, cafeteria, buses, activities, etc.) that threaten the regular flow of regular educational processes.
3. Regular, sustained and consistent absences from school without reasonable excuse.

Those students who are identified by the above behaviors are given the opportunity to resolve their conflicts through the in-school suspension Time Out Program. Should this prove impractical, a consultation between the principal, the assistant principal, the parents and the student establishes the rights, responsibilities and duties of each party. Should all parties be in agreement, the student is then enrolled in the alternative program.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

Upon entry to the program, the student is assessed by the following criteria:

1. Prior school record, including possible grade patterns, achievement test scores where available, and any other pertinent data the guidance department and the disciplinary person-in-charge can and will provide.

2. A general graded achievement test is administered to each student to determine the grade level at which they operate in regards to math skills, vocabulary ability, and English mastery. Placement in these areas relative to their class standing serves as a diagnostic instrument.

3. A personal interview between the alternative teacher and the student is conducted as an assessment of student self concept, present attitudes toward education, and projected areas of interest relative to the educational task. This assessment forms the basis of later negotiations regarding coursework to be tackled by the student.

4. A second interview is held within the first week of participation in the program to assess the student's level of career maturity both in relation to himself and in relation to his/her peer group. Plans are made to develop career oriented self search.

From the multiple assessment held, an educational plan is established which includes the content of the coursework to be covered, the methods by which mastery of the content is to be measured, what special projects in specific interest areas will be accomplished in what time frame, and finally what career development tasks will be engaged by the student.

A behavioral checklist is also prepared to demonstrate graphically to student and teacher what is expected of each party, what rewards can be expected for successful completion, and what aversive rewards are applied for non-completion of the checklist.

Finally, one hour per week per student is set aside for personal counseling regarding the progress and problems the student is facing in the alternative program and in his/her personal life. Emphasis is given to the relevance of the coursework to the student's career development.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

The student becomes eligible for return to the regular classroom when the following criteria have been met:

1. The student must desire to return to the regular class setting.

2. Student behaviors must be maintained over a thirty class day period at a level deemed acceptable in the day school setting. Judgment of this criterion is based on reference to the behavioral checklist.

3. The student has had to have maintained the same achievemnt level as his regular class. This criterion is judged by the administering of tests given in the regular classroom.

It is the experience of this program that students who are enrolled in the alternative program have not expressed interest in returning to the regular classroom. They have almost universally accepted part time work, vocational training, or similar daytime activities related to their career development needs, so that return to the regular classroom would represent a loss, not a gain in their educational process.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

1. Career development/career guidance emphasis. It is basic to the Bellefonte Alternative program that education for behaviorally non-conforming students be tied to their career development. Since this is a senior high school program, the student interest in careers is at its peak, and offers the administration and staff an entry point to the student in his/her life that ordinarily is unavailable in the regular school setting. It is the goal of this program to aid in the development of productive and self aware adults who can find a place in their career process. Thus we consider the career self image to be paramount to our program.

2. Self directed study. Each student is given responsibility for his/her educational objectives, and is expected to attain those objectives with a minimum of outside help. Assistance is available from the teacher, other students, and from outside sources, but the student is the center of his/her own education.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

The program is in its second year, and has yet to produce a graduate. However, each student is evaluated individually against cooperatively determined criteria. Total program evaluation is based on these single case evaluations. Ultimately, evaluation will be focused on the success of the student as he/she enters the world of work, and will depend on adequate follow up procedures that are in the process of being developed.

PROGRAM TITLE: Blackhawk High School
Alternate Education Program

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Blackhawk School District
500 Blackhawk Road
Beaver Falls, PA 15010

COORDINATOR OR CONTACT PERSON:

Mrs. Mary Koah
Blackhawk High School
TELEPHONE: (412) 846-9600

TYPE OR PROGRAM (one or two line descrip or)

Provides temporary placement for students whose behavior requires that they be removed from the regular school program.

TYPE OF DISTRICT: Suburban
(Rural, urban, etc.)

GRADES INVOLVED: 9-10-11-12

PROGRAM LOCATION:

Blackhawk High School

NUMBER OF STUDENTS:
IN DISTRICT: 4100
IN PROGRAM: max. 6 daily
In High School 1425

HOURS OF OPERATION: 7:55 TO 2:30
(TIME - DAYS OF WEEK) Daily

FUNDING SOURCE(S): local
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 15,000 (incl. salary)

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

1. Only the principal or his two assistants may assign a student to the Alternate Education Room.
2. The student will be assigned following an informal hearing with the student and principal. The parents are notified by letter of the assignment.
3. Temporary placement is defined as one to ten days. Guidelines for the number of days assigned have been set up by the principals.
4. Students are admitted to Alternate Education Room for truancy, failure to make up detention, disrespect to teachers, and all other conditions that may warrent their being assigned to Alternate Education. NOT place in Alternate Education are students who violate the rules for smoking, durgs, alchol, and fighting. These offenses require Out-Of-School suspension.
5. Most of the students assigned are from the lower academic levels and tend to be chronic discipline problems.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

When a student is assigned to Alternate Education, each of his classroom teachers receive from the principal an assignment sheet. On this sheet the teacher is ask to assign the student a minimum of 60 minutes of work in his subject; 60 minutes of work for EACH day he will be in Alternate Education Room. This is usually work that their class will be doing at the same time; in some vocational areas, it is usually a reading and summary assignment. These Assignment Sheets are returned to the Alternate Education Supervisor prior to the student's assignment--usually the morning of the assignment day.

When all students are in Alternate Education Room (maximum is 6) the supervisor goes over the regulations of the room with the group. She then goes over each student's schedule with him and makes certain that each teacher has returned the assignment sheet. She then explains to the students what each teacher expect them to accomplish and the students are to decide in what order they will complete the assignments.

As the assignments are completed, the student returns the finished work and the assignment sheet to the supervisor. She looks it over, not corrects it, and decides if the student has put forth adequate effort on the assignment. If she feels they have been careless in completing the assignment she returns it to them. If she feels that they have done justice to the assignment, she initials it and returns it to the classroom teacher at the end of the day.

The Alternate Education Supervisior provides all supplemental materials needed by the students. Students spend the entire day in the room and are not permitted to attend clubs, pep rally, etc. They are taken to the cafeteria to purchase their lunch and return to the room to eat by themselves under the supervision of an adult. They are totally isolated from the rest of the school. There is no talking, sleeping, etc. in the room. They are expected to do their work or read approved materials when all the assignments have been completed.

If a student refuses to do work for a specific teacher, it is noted on the assignment form and the class teacher takes it from there.

Students who do not obey the rules for the Alternate Education Room are assigned additional time in the same room.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

When the number of days assigned is completed, the student returns to his regular classes. If they are absent on the days assigned to the Alternate Education Room, they must return to the Room the first day they return to school.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The room is staffed by one full-time certified teacher with 10 years of teaching experience and 10 years of general substitute work in the Blackhawk School District. Since the class size is limited to six students, it is possible to give ach student help on a one-to-one basis. Constant supervision and motivation to complete the work assigned is necessary. Students receive credit for the work they complete at the discretion of the subject teacher. Many students benefit greatly from individual instruction in a controlled environment.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

This program began in the Fall of 1979. We have not had time to give it a thorough evaluation, but it appears to be accomplishing the purpose for which it was intended.

This program can be a success only if you have the TOTAL cooperation of the classroom teachers. Consistency makes it effective. It is exactly the same every day. It is an effective alternative between detention and out-of-school suspension.

PROGRAM TITLE: Lycoming County Alternative Education Program

SCHOOL DISTRICT OR INTERMEDIATE UNIT

BLaST, Intermediate Unit #17

469 Hepburn Street (Hepburn Plaza)

Williamsport, PA 17701

COORDINATOR OR CONTACT PERSON:

Paul Stone, Program Director

TELEPHONE: (717) 323-8561

TYPE OF DISTRICT: _____ (Rural, urban, etc.)

GRADES INVOLVED: 9-12

NUMBER OF STUDENTS:
IN DISTRICT: 24,000
IN PROGRAM: 40

TYPE OR PROGRAM (one or two line descriptor)

PROGRAM LOCATION:

Transeau Educational Center
Williamsport School District

HOURS OF OPERATION: 8:30 TO 2:30
(TIME - DAYS OF WEEK) Monday thru Friday including summer program

ESTIMATED YEARLY OPERATING COSTS: $ 80,000.00

FUNDING SOURCE(S): (Local, state, federal funds) Lycoming Co.
School Districts
CETA
Title IV-C

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

The program is for those youth who are disruptive, who may have a history of truancy and who in some cases are delinquent. These youth do not usually respond to, and often resist, anything their home and school have attempted to do in a regular program. They do not readily conform to rules, seldom respond to normal disciplinary techniques and consequently, have a history of in-and-out-of-school suspensions.

Referral procedures for the alternative education program, developed by the seven participating school districts, insure that common criteria, admission standards and safeguards are employed by each cooperating school in the selection of students for the alternative program. These are summarized as follows:

1. Secondary school principals in the cooperating school identify potential "candidates." Contact is initiated with a program staff member and a decision is made as to whether the youth will be formally referred for admission.
2. Once a youth is referred, personnel from the home school and the program staff gather all pertinent information, including personal history of behavior problems and attempted remediating actions. The school counselor is an important staff resource in this process.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

The primary goal of this program is to help students complete their secondary education. Many students, with individualized programs based upon home-school materials and course plans, return to their home school to complete their education. For those students who may not return to their home school, there are individual programs that make it possible to acquire a Commonwealth Equivalency Diploma through the General Educational Development testing program, enter vocational-technical courses or obtain employment part-time or full-time. Some students leave the program either by their choice or by the staff's action before completing their education. These students have an opportunity to re-enter the program at a later time, contingent upon a clear commitment by the student, approval by the home-school principal and acceptance by the program staff.

In order for the alternative school students to be removed from their home-school environment where they have had negative experiences, the program is housed in the Transeau Educational Center owned by the Williamsport Area School District. There are four classrooms and an office. The student's schedule is similar to that of regular school. Since the building is located near the Williamsport Area Community College, students from outlying districts are transported daily with students enrolled in vocational-technical programs at WACC.

A staff of six full-time people permits a low student-instructor ratio and makes it possible for students to have a closer relationship with each teacher/counselor and a highly individualized program of instruction. Each of the staff is viewed as a teacher/counselor and has had experience with this type of youth. Although the program includes instruction, the primary goal of these instructor/counselors is to develop a positive relationship with every student. Phasing in the instructional program is a gradual process determined by the progress the student makes in adjusting to the program and in establishing a good relationship with the staff.

One of the objectives of the program is to have students maintain contact with their home-school personnel. The home-school personnel actively participate in the program by (1) providing pertinent educational and background information; (2) assisting in the development of subject area plans and materials for the individualized program for those students who will be returning to their home schools; and (3) participating in the follow-up monitoring of the students with the program staff. Home-school personnel provide instructional materials, lesson plans and tests for at least a two-month period. In return, progress reports are also supplied every two weeks to the home schools, primarily through the counselors. Home-school counselors are also encouraged to visit the alternative school and contact the students. This home-school support is essential since this alternative education program is a support service, neither staffed nor equipped to operate as a separate entity. Thus, the home-schools' contributions of materials, equipment and personnel time, not only for their particular students but for all the students, is invaluable to the success of the program.

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria-student characteristics)

continued

3. The program staff conducts personal interviews with the youth. At this time, students are expected to sign a contract indicating their willingness to accept rules established for the operation of the program. The contract contains provisions that indicate the student will refrain from physical abuse and the possession and use of drugs; will treat the staff with respect; will attempt to complete the prescribed studies; and maintain the physical setting. Any violation of the terms of the contract may mean the end of the program for the youth.

4. The program staff assesses the problems and needs of the student with the aid of home-school personnel and, on the basis of the information and interview, decides whether to accept the youth into the program.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

It was noted previously that some students do not return to their regular school, but rather complete their education in the program. Others voluntarily or involuntarily leave the program with the option of possible readmission at a later time. Many of the students are expected to return to their home school for the completion of their education. No formal procedures have been established to determine when a student is ready to go back to the regular program. This decision is usually made when there is mutual agreement between the student and the staff that the student is ready to handle the expectations and demands of the regular school.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The staff members assume the roles of instructor/counselor with each of the students. Thus the student receives constant support for his academic and social/behavior situations, whichever seems most important at the time.

Each student has a contract which he/she signs that states specific rules of the program and there is a point system that allows for hour-by-hour academic and behavior reinforcement. An individualized educational and behavioral plan is developed with direct input from the student when accepted into the program, and there is periodic assessment of the plan with the student.

The staff receives continuous inservice training in counseling techniques and individual behavior strategies with contracted counseling services. The staff receives continuous training in educational strategies through contact with home-school personnel. The staff also has continuous contact with county caseworkers and juvenile probation officers concerning the progress of particular students.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

The Alternative Education Program conducts a continuous follow-up through contact with visits from previous students, parents, home-school personnel contacts, County Department of Children & Youth and the Office of Juvenile Probation personnel, employment agencies and public and private work programs.

Evaluations are conducted by independent counseling services, parent questionnaires, staff meetings with county social services, staff meetings with home-school personnel, and the Advisory Board consisting of representation from participating school districts and county personnel.

There is a continuous waiting list of six or more students referred to the program.

PROGRAM TITLE: Student Center

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Carlisle ARea School District

623 West Penn Street

Carlisle, Penna., 17013

COORDINATOR OR CONTACT PERSON:

J. Wesley James

TELEPHONE: (717)243-5353, ext. 291

TYPE OF PROGRAM (one or two line descriptor)

Half Day Alternative Learning Program.

TYPE OF DISTRICT: Suburban/Rural
(Rural, urban, etc.)

GRADES INVOLVED: 9-12

NUMBER OF STUDENTS:
IN DISTRICT: 2,000
IN PROGRAM: just starting
maximum of 10

PROGRAM LOCATION:

Renovated Barn

HOURS OF OPERATION: 12:00 TO 3:00
(TIME - DAYS OF WEEK) Mon - Fri

FUNDING SOURCE(S): Governors Justice
(Local, state, federal funds) Dept. of Welfare
Local Contributions

ESTIMATED YEARLY OPERATING COSTS: $ No cost to the district

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Clients to be served shall include both male and female youths who: (1) Are adjudicated youths currently under the care of either the Probation Office or Children's Services: or (2) Are on "informal adjustment" under the supervision of the Probation Office. In these two situations Student Center placement would be made by the court as a result of legal proceedings and continued appropriate involvement assured by the court appointed agency. Clear evidence that the client is not responding to the Student Center program could result in the client being returned to the court for more appropriate placement and/or institutionalization. A third possibility for placement in the Student Center is referral by Children's Services for "status offenders" who are part of the current case load of Children's Services. In these situations Student Center placement might be one of many recommendations which Children's Services would make to the parent or guardian. Although Children's Services may have some control, the parent or guardian would make the final decision. Since this is an optional program in these cases, assurances of continued appropriate placement can not be guaranteed.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

SUMMARY OF PROGRAM ACTIVITIES 12:00 - 3:00 P.M.

12:00 P.M. - 1:00 P.M.

Academic Programming - Students will be involved in at least one of three activities during this time depending on individual needs as assessed during intake.

1. Remedial Reading - Work with reading consultant and/or trained volunteer on individualized plan based on diagnosed needs.

2. Learning Difficulties - Work with special education staff member and/or trained volunteer. Focus will be on working with student at his or her own level of functioning.

3. Study Hall - Caseworker or volunteer supervised study hall to provide students with assistance in completing homework assignments.

1:00 P.M. - 2:00 P.M.

Affective Programming - Students will be engaged in at least one of the following activities based on individualized needs assessment.

1. Individualized Counseling - Sessions with staff advisors centered on goal planning and attainment.

2. Group Experiences - Group sessions conducted by staff advisors including peer counseling and nouthetic theraputic experiences, as well as a variety of real life experiences centered around planning and conducting various activities as a group.

3. Affective Education - Exercises in self-awareness, self-disclosure, values clarification, etc. conducted by staff advisors.

2:00 - 3:00 P.M.

Life Skills Programming - Students will be involved in at least one of several possible activities depending on interest and needs.

1. Survival Skills - Sessions with life skills instructor, caseworkers and/or volunteers on a variety of topics to include completing job applications and interviews, money management, wilderness survival skills, etc.

2. Arts and Crafts - To include participation in a variety of activities including music, drawing and painting, work with clay, etc.

3. Recreation - Basketball, volleyball, billards, shuffleboard, outdoor sports as weather permits.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Treatment Plan

After all relevant data is compiled by the center staff member a joint-treatment planning session will be held involving client, parents, referring agency worker, school representative and appropriate center personnel. In addition to center activities the treatment plan shall include a description of the program of studies of the student while enrolled in the school program. This program shall include Homeroom, English, Mathematics, and a minimum of one other course and lunch. The treatment plan shall also specify that the program shall be implemented for the duration of the current school year. The treatment program shall also include Student Center-provided tutoring which will be coordinated with the student's school work.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The unique quality of this program is the fact that it has been established by a community service agency in cooperation with selected school districts in Cumberland County. It's legal authorization is through the Department of Health as a day treatment program.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Program is just starting. No data is yet available to assess effectiveness.

PROGRAM TITLE: Central Bucks School District Alternative Program

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Central Bucks School District

315 West State Street

Doylestown, Pa. 18901

COORDINATOR OR CONTACT PERSON:

Dr. Harry Klein
Director of Pupil Personnel Services

TELEPHONE: (215)345-1400

TYPE OR PROGRAM (one or two line descriptor)

Alternative Junior High School

TYPE OF DISTRICT: Suburban
(Rural, urban, etc.)

GRADES INVOLVED: 7, 8, 9, 10

PROGRAM LOCATION: Former Elementary School Building

NUMBER OF STUDENTS:
IN DISTRICT: 12,200
IN PROGRAM: 25

HOURS OF OPERATION: _____ TO _____
(TIME - DAYS OF WEEK) _____
Regular school day - Full school year

FUNDING SOURCE(S): Title IV-C(original)
(Local, state, federal funds) District (current)

ESTIMATED YEARLY OPERATING COSTS: $ _____

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

This program is primarily for disruptive students who become alienated from school and who will be the actual or "mental" dropouts in high school. These students frequently disrupt classes to such an extent that they prevent others from learning, or they constantly persist in behaviors which violate school rules. Very often these students exhibit a pattern of irregular attendance, refuse to do any schoolwork, lack parental direction or control and are consistently in trouble both in and out of school.

Consequently, this school was created specifically for those students for whom the junior high school had totally exhausted its usual range of educational and disciplinary resources--for that small percentage of students who cannot be positively motivated, effectively controlled, or productively retained in a regular school program.

Students who exhibit the previously noted characteristics must be referred by both their counselor and administrator to a child study team. This team, made up of an administrator, counselor, psychologist, social worker and a regular and alternative teacher, reviews the student's record and gathers additional information necessary to make a determination concerning placement. A primary consideration in arriving at a decision is agreement by team members that the school has exhausted its regular options in dealing with the referred student. Once referred to the alternative school, a committee of administrators, alternative school staff, social workers, psychologist and Pupil Personnel Services Director determine the timetable for entrance.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

For the alternative school to be different as possible from conventional school programs, it has been located in a former elementary school away from any of the other schools in the district. In that way the rules and organization of the school can be completely innovative and appropriate only to the program. The program is staffed by three teachers whose certifications cover the major and several added subject areas, and a teacher aide. Enrollment in the alternative school does not exceed 25 students so that the classwork may be individualized.

Prior to entering the program, the student is administered certain achievement tests, diagnostic instrucments in reading and math and a measure of self-concept. These form the basis for developing an educational prescription for the student, serve as a method of checking on progress, and, with subsequent post-test administrations, determine the overall effectiveness of the program.

The instructional component of the program follows a diagnostic-prescriptive approach and emphasizes basic skills. Instruction in core areas is accomplished in tutorial or small-group teaching situations.

In addition to the strong academic component, a concerted program of behavioral emphasis also takes place. Behavior is monitored and structured through a "reality therapy" approach which incorporates several "reward" levels earned by appropriate behavior. In this sytem, responsible behavior is rewarded by a system of rewards and special privileges related to the level earned which, in turn, is keyed to time span responsible behavior has been maintained.

An effort is made to create a strong "caring" relationship between staff and students which facilitates teacher and peer counseling activities as part of the regular daily program of the school. All students are visited by their home school counselor to allow students to maintain contact with their regular school and to receive counseling and information related to special problems or concerns of the student. In this way, when the student is ready to terminate the program, the home school counsleor will play the key role in integrating the student back into the regular school.

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (continued)

If the student is recommended for the program, a conference is held among the alternative school teacher, the student and the student's parents. At this conference the parents discuss the findings of the child study team and are introduced to the objectives and program of the alternative school. The decision to attend the alternative school rests with the parents and the student. For those who choose to attend, an effort is made to secure a commitment from both student and parents to abide by the school rules and to make the most of this new educational opportunity.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation) Ultimately, it is the objective of the alternative school to bring every student to the social and academic point where they can return to their regular schools. It is anticipated thatthis objective will not be met by all students; some will remain in the program through their junior high years. All students, however, will return to their regular schools for grade 10 with the exception of one class of students.

This class of students are 9th graders who were referred to, and accepted by, the alternative school during the second half of the 9th grade year. Such students had too little time for the structured program of the alternative school to have had much effect as a rule. In such cases, the staff and committee may decide to continue several students, at least part-time, for all or part of their 10th grade year.

No formal criteria have been developed for readmission of the student to the home school. This move back to the home school is usually accomplished gradually over a period of time. With the agreement of the home school principal, students who are progressing well are invited to take part in home school extracurricular activities and later to attend elective courses in the regular program. If the student is able to handle these transition activities and if the constant monitoring of daily progress in the program by the teacher and counselor prove satisfactory, the transfer of the student is effected.

At the end of grade 9 for most students in the alternative school, they are program planned into the appropriate high school courses and regular programs by their home school counselor.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

Flexibility of admissions and discharge back to the home school seems to be rather unique.

Various sports programs, camping trips and other activities are also unique when compared to a regular school program.

In general, the whole program at the alternative school is "unique" rather than any special aspect.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Student follow up studies of attendees shows good progress in senior high school. Some 60% of the first year admissions 4 years ago are now seniors in high school and expected to graduate. 10% dropped out at the end of 9th grade and 25% dropped out in grades 10 and 11. 5% moved from the district.

Attendance data consistently improves in alternative school. Pupil progress, as measured by grades and tests, also improves significantly.

CHICHESTER SCHOOL DISTRICT

Alternative School

School District

Chichester
Boothwyn, PA 19061

Contact Person

Ted Woolery
Moderator-Employment
Counselor

Type of Program

Alternative Junior and
Senior High School

Type of District

Suburban

Grades Involved

7 thru 12

Number of Students

In District = 4176
In Program = 12 to 15

Program Staff

1 Moderator-Employment
Counselor

5 Teachers

Hours of Operation

Monday thru Thursday
4:00 - 8:00 PM

What types of students are placed in the program?

The following are the general characteristics of the student who may be placed in Alternative School:

1. The student's behavior is negative in general and not limited to or directed at one class or one teacher or any isolated situation.

2. The student has demonstrated consistent behavior which has resulted in conflicts of a disruptive nature with peers or school staff.

3. Disciplinary actions by the school administration have not brought about a change in behavior or a cessation of disruptive activities.

4. Adjustments to schedule, new teachers or other special consideration have not helped.

5. Parent conferences have not resulted in constructive changes in behavior.

6. Personal conferences with counseling staff, administration and interested teachers have not been successful in changing behavior.

7. The student may have committed an act of such gravity that retention in the school would have a disruptive and coercive effect on other members of the student body to the detriment of general school discipline.

8. The principal, staff and counselors have utilized the school's resources in an effort to resolve the student's problems and improve his ability to cope with school without being disruptive, but to no avail.

Students are placed in Alternative School by the following method:

1. The building principal makes a recommendation that a student enters Alternative School by completing the attached form.

2. The form is presented to the moderator of the program and reviewed. If it is approved, it is presented to the Administrative Assistant and Superintendent for final approval.

3. Before the student is allowed to attend class, the parents and students must meet with the Director to review the rules and the type of work which is expected of the student.

4. A psychological evaluation will be administered upon placement or immediately following placement in Alternative School.

What happens to the students while they are in the program?

An individual program will be designed for each student based on his background, ability, and needs. These programs will be selected from a variety of sources based on (a) evaluation of the student's needs and (b) consultation with the student's regular teachers. It should be pointed out that the Alternative School must stress process skills as well as

attempts to motivate the student to change his deviant behavior. The three primary functions to be covered, then, will be cooperation with peers, cooperation with authority, and the learning of responsibility to society and the individual himself.

The student will experience the following programs:

1. The math program will stress the basic mathematics for the student in business, personal banking, shopping and on the job. The student will review and reinforce his skills in working with the fundamental operations under the sets of whole numbers, fractions, decimals, and percentages. He will also work with basic formulae which he might encounter in the business world. The basis for the program will be to prepare the student to take his proper place in the world.

2. The English program will stress both the verbal and expository skills. In writing, the program will emphasize simple exposition with a stress on the appropriated grammar skills. In reading the emphasis will be on recognizing the various forms of literature--including the novel, short story, drama, and poetry--coupled with some elementary analysis.

3. The science program will stress basic laws of science with emphasis in the areas of life science and physical science. The program will strive to show the practical applications of science in the everyday world and to explain how these basic laws apply to various trades and professions.

4. The social science program will primarily deal with various cultures of the world showing how incidents in various sectors of the world can affect our lives. Current issues will be discussed fully. A daily newspaper will be studied each day for current events.

5. The physical education program will be on a contract basis, two hours each week. The student would agree to participate independently in some type of activity or sport each week. Such activities as bowling, tennis, and swimming may be encouraged. The contract would cover the activity and the number of hours each week that the student is to participate in the activity.

6. The life skills program will provide for extensive training in surviving in today's society. Students will learn how to cope with such things as contracts, laws, driving tests, and budgeting. It will also stress consumerism.

7. The shop program will stress the application of everyday living and the use of machines.

8. If a student is employable, the work-study program will enable him to be placed in a part-time job between the hours of 8:00 AM and 4:00 PM.

What evidence do you have concerning the effectiveness of your program?

A follow-up survey is taken after each marking period to see how the students are progressing in a regular school situation.

How do the students get out of the program?

After a period of four to six weeks a student will be evaluated by his teachers and the moderator. If it is the belief of the committee that these students have improved enough to be placed back into their base school, then a recommendation will be made to the Principal to accept the students.

If a student is accepted, he will start back by going to his 7th period class for a total of one week; then to his 6th period and 7th period for another week; then to his 5th, 6th, and 7th period for one more week. If his behavior is acceptable after this three-week period, he will be placed back into the school on a regular schedule. It is understood by the student that during the three-week trial period he must attend Alternative School as well as his base school.

PROGRAM TITLE: Dallas Educational Alternative Learning (DEAL)

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Dallas School District
Dallas, Penna. 18612

COORDINATOR OR CONTACT PERSON:

John Wolensky or Gerald Wycallis
Dallas Junior High School

TELEPHONE: (717) 675-5201

TYPE OR PROGRAM (one or two line descriptor)

Alternative Education for Grades 7-12

TYPE OF DISTRICT: Rural Suburban
(Rural, urban, etc.)

GRADES INVOLVED: 7-12

PROGRAM LOCATION:

Dallas Junior High School

NUMBER OF STUDENTS:
IN DISTRICT: Varies
IN PROGRAM: Maximum 15

HOURS OF OPERATION: 8:15 TO 3:15 p.m.
(TIME - DAYS OF WEEK) Monday - Friday

FUNDING SOURCE(S):
(Local, state, federal funds) Local

ESTIMATED YEARLY OPERATING COSTS: $ 16,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

The program is for students from grades 7-12 who are disruptive in the regular classroom or violate school rules to the point of suspension. In lieu of an out of school suspension which varies from 2 - 5 days, the students are assigned to DEAL.

The program also can accommodate students for a long term basis (up to 9 weeks) if necessary.

A disruptive pupil can be described as one who repeatedly exhibits disruptive behavior that is detrimental to his own learning, the learning of others, and the operation of the school or school activities. The following procedures are offered to assist school staff members in (1) the early identification of pupils who exhibit themselves in crisis fashion by displaying chronic disruptive behavior, (2) to collect data that portrays a pattern of the magnitude and extent of their maladaptive activities, and (3) to gather additional information and involve parents, school staff, and other agencies in effective ways to develop appropriate plans and alternative courses of action to assist disruptive pupils fulfilling their educational responsibilities.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

Dallas Educational Alternative Learning (DEAL) is designed to promote quality education in the Dallas School District through effective use of an alternate to suspension program. The overall purpose is to involve school district personnel, parents, and students in planning, developing and implementing a comprehensive instructional program designed to improve, suppor and supplement the regular educational program. The project proposes to accomplish this by establishing an educational alternative class which will provide an individualized curriculum to those students who would be eligible for the program and to develop an in-service program to help teachers and staff develop the understanding, attitudes, and skills that are necessar to educate disruptive students.

Upon entering the program each student is interviewed individually by the DEAL Director. During this meeting specific Behavioral and Educational goals are drawn up. The student is also made aware of class rules and acceptable behavior. Finally the student is informed that any violation of rules of failure to meet all goals will result in an extension of the students time in the program.

The basic curriculum would be directed at changing the student's behavior pattern. This would be done through individual and group counseling techniques (films and discussions, value clarification and some roleplaying). Through these behavior modification activities it is hoped that the student will develop a better understanding of his/her own behavior and be able to cope better in a regular classroom. There would also be opportunities for students to receive instruction from the regular curriculum. Provisions would be made to have the regular classroom teacher involved with this educational program. Students would also have the opportunity to work themselves back into the regular educational program. This program utilizes an individualized curriculum to adapt to each student's academic need because the variety of educational ranges would be best met with an individualized educational program.

The objectives of the Dallas Educational Alternative Learning (DEAL) are as follows:

To establish an alternative educational class in the school district with the option of providing each alternative education candidate the opportunity to work themselves back into the regular Dallas educational program.

To reduce the number of out of school suspensions by more than 50%.

To create a positive attitude change in these students towards school.

To develop an in-service program to help teachers and staff develop the understanding, attitudes and skills that are necessary to educate disruptive students.

The assessment procedures are as follows:

Establish a project advisory team who will continually reevaluate the progress of the program.

Dissemination of information about project and completion of informational meetings with staff.

Maintain a log and monthly report of the number of students participating in the Alternative Educational Program.

Frequency count surveys will be made by the secondary principals showing the reduction of out of school suspensions.

Written subjective reports from principals, supervisors, directors, regarding the effectiveness of the program.

Follow-up surveys to the secondary staff members will be distributed to determine the effectiveness, utility, and benefits derived from the project activities.

Reports and recommendations will be written and distributed regarding activities so that program changes can be made when necessary during the project year. Maintain a permanent log of entries regarding all project activities including participant contacts, planning sessions, etc., and compile monthly summary reports.

EQA results on societal responsibility will be compared to the 1980 results.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Procedures for re-entry into the regular program

Short term alternative program (those students assigned 1 to 10 days)

Students must meet all of the following requirements:

Attend the minimum number of days assigned by the principal or assistant principal.
Completion of the classroom assignments collected from teachers prior to assignment to the alternative program.
Completion of individual program assigned by the staff of the alternative program.
Written approval of the counselor/director of the alternative program.

Long term alternative program (those students assigned more than 10 days)

Each student will be evaluated on a regular basis. Written evaluations should be prepared by the counselor/director on a weekly basis; a parent conference at six week intervals to review the student's progress. Students may be contracted back into the mainstream on a probationary status after the first six weeks upon recommendation of the counselor/director in consultation with the principal and parents. Continued assignment to the alternative program will be at the discretion of the counselor/director.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

DEAL allows for an individualized instructional plan. It has built in incentives that allow students to become motivated and return to regular classes.

The program has just begun and some of the unique features will not be realized until some evaluation is completed.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

None of the students who have left DEAL thus far have been involved in violations of school rules. Suspensions overall have been down and my students feel that this is because of DEAL and the realization that suspension is no longer a vacation from school.

PROGRAM TITLE: *Social Restoration*

(In-School Suspension)

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Easton Area School District

811 Northampton Street

Easton, PA 18042

COORDINATOR OR CONTACT PERSON:

Charles A. DeBellis, Principal

Cheryl M. Hite, Coordinator

TELEPHONE: *(215) 253-9686*

TYPE OR PROGRAM (one or two line descriptor)

In-School suspension, alternative education program

TYPE OF DISTRICT: *Urban*
(Rural, urban, etc.)

GRADES INVOLVED: *8 - 9*

PROGRAM LOCATION:

Shawnee Intermediate School

NUMBER OF STUDENTS:
IN DISTRICT: *7575*
IN PROGRAM: *15 - 20 Maximum*
Rotation Basis

HOURS OF OPERATION: *7:20 a.m.* TO *2:35 p.m.*
(TIME - DAYS OF WEEK) *M-T-W-R-F (Daily)*

FUNDING SOURCE(S): *Local - All*
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ *19,000.00*
Teacher; Aide; Materials

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Students are admitted to the program according to various forms of misbehavior in the regular classroom. Acting out or verbal abuse are specific offenses which usually warrant placement in our program. Failure to take detentions or skipping classes are additional causes for placement in the Social Restoration room. Usually the students exhibit unacceptable behavior. Sometimes students are involved in the use of various drugs. They are also distinguished by emotional problems and, on most occasions, learning problems.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

The objectives of the program include the alteration of student behavior, the maintenance of his or her class standing while suspended, the modification of student attitudes and the involvement of parents in the restoration process.

While in the tutorial room, students are aided in the completion of assignments made by the content area teachers. If, during the tutorial process, specific reading and/or math skill weakness are discerned, additional work is presented. The Key Math Test and an Informal Reading Inventory are administered, when possible. Plans are being made in order to provide an intelligence or ability level test.

Students are counseled on a limited basis while in the classroom. Specific difficulties at home or in school are often determined by this procedure and possible solutions discussed. Various types of behavior modification are utilized when possible.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

The students are released at the conclusion of the specified number of days, i.e. one, three, or ten. The teacher affords students internal privileges based upon student achievement and/or good progress.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

Behavioral changes result, in most instances, from a concerned, sensitive teacher approach. The students are approached in a positive manner initially; harsh words or voice inflections are never utilized unless absolutely necessary. The student behavior is often altered as a result of the personal and totally individualized attention. Positive and negative reinforcement are also employed as behavioral change motivators. Permission may be granted for free reading, library book selection or a few moments of additional lunch time if behavior is acceptable.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Effectiveness has not been based upon scientific methods. Teacher feedback, student attitude, student attendance records, behavioral changes, and student achievement after having been involved in the program are all evaluative procedures reviewed.

In-School Suspension

Program Guidelines

A. Objective of The Program:

The major goals of this program are to give continuity to the educational programs of students on suspension and to attempt to modify the behavior of those students who constantly disrupt the school environment. The changing of the attitudes of these students is imperative if they are to improve their study skills and capabilities. All efforts are to be extended toward reorientating the student towards successful return to the school community by trying to construct positive self-image and self-respect attitudes for the student.

B. Student Identification and Placement:

Students will be recommended for this program by teachers through their grade principal. These are students who would normally be suspended at home and for which no special education or other alternate learning program is available or immediately feasible....i.e., placement in Resource Room or class for Socially and Emotionally Disturbed. Students who are displaying anti-social characteristics and/or whose behavior needs modification towards more positive characteristics may be recommended for this service. Teachers are not to send students from their classroom to this assignment. Recommended students will be processed by their grade principal.

C. In-House Academic Program:

1. *A teacher trained in diagnostic skills and remedial teaching competencies will develop an individualized program with and for each child. The instructional program will be basic to begin with...reading, writing, arithmetic; but, will advance as pupil growth warrants. The instructional program will be geared to the student's need and with the intent of returning the student to a successful level in the regular classroom. Instruction will also involve citizenship competencies, vocational counseling, and behavioral modification techniques.*

2. *The teacher will serve as a coordinator with each student's counselor, teacher, and administrator. At times, the teacher will be in contact with county social agencies and probation bureaus in order to satisfy student needs.*

3. *Students may be assigned to the program as warranted:*

    a. *One period....for cooling off.*
    b. *Suspension....one - two - ten days: as district policy warrants.*

4. *Students assigned to this room will be done so by principals only. Students will report to the suspension room immediately after homeroom. Room location - Room 229.*

In-School Suspension Program Guidelines (cont'd):

5. *A master list will be prepared by the main office and given to each teacher by the start of the school day.*

6. *Students sent during the day will be escorted by their respective principals and will be added to the teacher master list via an addendum. (P.M. Report and/or Daily Bulletin)*

7. *Proctoring teacher and aide are to supervise and direct the assigned students to assure that:*

    a. *Students are working.*
    b. *Students are seated orderly and assigned seats.*
    c. *Students are reading, writing or reviewing school or library assignments.*
    d. *Students having no formal teacher prepared work available are to be assigned basic units by the restoration teacher who will review the work and forward same to the appropriate teacher.*

8. *Students may be excused to go to the medical room or lavatory under supervision.*

9. *Teachers are directed to counsel students towards improved behavior and school citizenship. Guidance Counselors will use this time to relate to, assist, and guide their respective students for a successful return to the school community.*

10. *Subject area teachers must provide students with sufficient work to use time wisely.*

I Miscellaneous

1. Intermediate School Synopsis
2. Goals of Quality Education
3. Duties and Responsibilities of Department Coordinators
4. Faculty Meetings

PROGRAM TITLE: ALTERNATIVE EDUCATION PROGRAM

Consortium of Governor Mifflin and Wilson School Districts

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Governor Mifflin S.D.	Wilson S. D.
Box C750 10 S. Waverly St.	Grandview Blvd.
Shillington, PA 19607	West Lawn, PA 19609

COORDINATOR OR CONTACT PERSON:

Robert F. Shuttlesworth, Director of Pupil Services
Governor Mifflin School District

TELEPHONE: (215) 775-1461

TYPE OR PROGRAM (one or two line descriptor)

Alternative Junior-Senior High School

TYPE OF DISTRICT: Suburban
(Rural, urban, etc.)

GRADES INVOLVED: 7-12

NUMBER OF STUDENTS:
IN DISTRICTS: 8600
IN PROGRAM: 15 - 30

PROGRAM LOCATION:
1st Semester - Governor Mifflin Sr. High School
2nd Semester - Wilson Southern Jr. High School

HOURS OF OPERATION: 4:00 TO 7:00
(TIME - DAYS OF WEEK) Monday through Thursday

FUNDING SOURCE(S): Local
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ $5,500 - $8,000 per district

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

This program would be created to serve that small percentage of students who are unable to function in the regular school environment. This ability is evidenced in a variety of maladaptive behaviors, ranging from repeated violations of school rules to serious acts of misconduct which jeopardize the safety or educational program of other students. Very often the individuals recommended to this program would be the ones whose behavior is so disruptive that they would be expelled were this option not available.

Students who repeatedly violate school rules would be referred by a school administrator to the superintendent who in turn would refer them to the Board of Education. The student's school records, including disciplinary reports and other referral information would be examined and a decision made concerning placement. To a large extent this decision would be based on a consideration of the individual student's ability to benefit from the alternative program. Since the decision to remove a student from the regular program is a serious one, action on placement would be taken only by the school board. The condition of placement would usually be an extended suspension rather than an expulsion.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

The staff members would review each student's records and plan an appropriate, applied educational program to meet the minimum academic requirements necessary for promotion or graduation. Subjects taught would be math, science, social studies and English (or reading). A staff of four teachers would provide instruction by way of small groups and individual tutoring.

By operating in the evening (4:00 p.m. to 7:00 p.m.) four days a week, the alternative program allows most students an opportunity to work. Since the ability to earn money is critical to some of the students in the alternative program, this feature often makes the difference between a student's finishing school or dropping out. In addition, this feature also provides students a first-hand opportunity for career exploration and for practical, on-the-job application of the basic skills stressed in the evening classwork.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

When the teachers and the principal feel that sufficient progress has been made, they may apply for the student's readmission to the regular program. Their application is handled by the superintendent who will review the request and the recommendations of the alternative program staff. Where there is an indication that a student will be able to adjust to the regular program, a transfer is made. If a request is denied, the student must remain in the alternative program. With such a procedure, students are continually entering and leaving the program.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

SEE ATTACHED

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

SEE ATTACHED

Alternate Education Program

A Consortium of the Wilson and Governor Mifflin School Districts

1. Description of the Program

The alternate education program (AEP) is conceived and planned by administrators of the Governor Mifflin and Wilson School Districts. These two school districts have contiguous boundaries and they serve much the same type of student clientele. The program is for those students, grades 7 - 12, who have developed an unproductive and even counterproductive relationship with the regular school program. The AEP will be operated as separate and distinct from the regular education program. At the same time it will maintain a relationship to the regular program because, under certain conditions, students may return from the AEP to the regular program. The ratio of students to teacher will be 14 to 1 maximum.

The AEP will be an after-school-hours program that will operate from 4:00 p.m. to 7:00 p.m., Monday through Thursday. It will meet a part of the school year in the Governor Mifflin School District and a part of the year in the Wilson School District. It will begin each year on the first school day in October. This delayed beginning will allow the faculties and administrations an opportunity, during the month of September, to identify students most suited for the program.

Transportation will be provided both ways for students requiring it. Teaching equipment and supplies will be provided by the school district in which the program currently operates. No costs are to be borne by the students or their parents.

Instruction will be provided by certified secondary school teachers. The teachers will be selected primarily for their ability to work with alienated or disruptive youth. Secondarily, they will be selected for their subject area competence. Hopefully, both areas will be strong. Instruction will be

provided in applied mathematics, English (or Reading if more appropriate), social studies and science. Emphasis will be placed on the immediate use of what is taught, which is based on the idea that this type of student has a greater need to perceive the relevance of his course work. It is likely that this student is a future drop out and he needs to have skills that place him in a favorable light for employment. The subject matter instruction may be provided in a core approach: math-science and English-social studies. One core would be taught on Monday and Wednesday, the other on Tuesday and Thursday. Physical education will be provided for by written contract arrangements with the individual student.

A vital component of the AEP will be individual and small group counseling. Students enrolled in this program will be there because of faulty values and attitudes. A reorientation of the student's values and attitudes will occur through sound counseling. The provision for this component will be in the hands of a "coordinator-counselor." This person will coordinate the overall program and counsel students at each session.

2. Rationale for the Program

The need for the Alternate Education Program (AEP) emanates from two factors. Number one, the integrity of the regular education program cannot be maintained if certain disruptive or alienated youth are allowed to remain in it; number two, when the disruptive or alienated youth are removed from the regular program there are no viable options to educate them. The administrator's dual responsibility to the group and to the individual puts him squarely in a dilemma. Without the AEP option there is no way to resolve the dilemma.

At any one time in the course of a school year there are in each of the two school districts from six to ten students who have established a pattern of school disruptions. (The Governor Mifflin District enrolls approximately 4100 students, the Wilson School District 4550 students.) School districts have, at their discretionary use, suspension and expulsion. These approaches are

punishment with no opportunity to learn. An approach is needed that disciplines yet provides an opportunity to learn. The AEP provides this approach.

Each of the two districts has an in-school suspension class that it operates to accommodate the less disruptive kinds of students. Students referred to these programs are placed there on an irregular, short term basis. The in-school suspension teacher must work closely with the classroom teacher who continues to send the students' assignments to the in-school class. An out-of-school program is needed for the more disruptive and alienated student. The program must be self-sustaining and offer a longer term educational program. Students placed in such a class would be placed there after having been expelled or after having been given an "extended" suspension. The AEP provides for this longer term, self-sustaining, educational program.

There is one alternative in Berks County for disruptive youth, Advances. It has 35 "spots" to accommodate 18 school districts, local psychiatrists and physicians, Juvenile Detention Center, Child Welfare and Family Services! One of the two school districts preparing this proposal has waited 15 weeks for one of its students to be accepted - hardly a reasonable alternative. School districts need ready access to a program which responds immediately to enrolling the disrupting student, and one which allows the rehabilitated student to return to the mainstream of the regular classroom. The AEP provides the district with such access.

3. Type of Students Served

Students enrolled in the Alternate Education Program (AEP) are individuals who have established a pattern of disruption to or alienation from the regular program. Students who have offended the district by some blatant, rule-breaking act may also be enrolled. Students who break the law or who are identified as incorrigible will be referred to the proper authorities.

Basically, the individual enrolled in the AEP is one who has an underdeveloped

attitude for cooperating with others and a negative orientation for abiding by the school's rules and regulations. The student is one who needs the help of an empathetic, caring teacher and counselor. He needs help in developing different perspectives on how he can belong and have esteem in a social setting. He must see that by using positive rather than negative behaviors he has significantly improved his chances to be accepted by others.

Students for whom the AEP is designed represent 1 to 3% of the student body. For years educators have argued that if certain students were out of the mainstream of classroom activity they could significantly improve on the results they get in terms of student achievement. This program will remove that type of student and put the claim to its moment of truth.

When, in the judgment of the professional staff, a student referred for placement in the AEP has a serious social, emotional, or learning problem, that student will be referred to the school psychologist for appropriate services.

4. Procedures Used to Place Students

Students who repeatedly violate school rules would be referred by the principal to the superintendent. He, in turn, would decide whether to refer them to a review panel. If referred, the panel would make the final decision on placement. The review panel is composed of one secondary principal (Governor Mifflin) or two secondary principals (Wilson), the AEP coordinator, a teacher from each secondary building and the superintendent.

The student's school records, including disciplinary reports and other referral information would be examined and a decision made concerning placement. To a large extent, this decision would be based on a consideration of the individual student's ability to benefit from the alternative program.

The condition of placement would usually be an "extended suspension" rather than an expulsion. In this regard the superintendent is acting as the designee for the Board of Education. He must get the Board's approval for any placements made.

Parents will be given written notification of the proposed assignment to the AEP. Parents will also be given the opportunity to meet with the home school administrative staff regarding the AEP assignment. The written notice to parents will contain provision for signed parental consent. If the parents will not consent to the assignment, the student will be processed as an expulsion case and all appropriate procedures will apply. In cases of expulsion, the procedures outlined in the school district's policy on Student Rights and Responsibilities will be observed.

5. Procedures to Return to Regular Program

The minimum stay in the program will be 30 school days of attendance. At the end of the 30-day period, the entire AEP staff will evaluate the

student's progress. All aspects of a student's behavior during his time in the AEP will be evaluated (Academics - attitude - attendance, etc.). If the majority of the staff indicates that a student has made sufficient progress, the coordinator will petition the home school superintendent for reentry to the regular educational program. Since Board of Education approval is necessary for entry into the AEP, it will also be necessary for a student to leave the program. However, the superintendent may act as the designee of the Board of Education and inform them of his decision at their next meeting. Parents and the home school principal will be informed in writing as to the student's effective date of reentry to regular education.

6. Staff Plan

A. Positions

The staff of the alternate education program will be comprised of one evening coordinator and instructional personnel for the four academic disciplines: English - Social Studies - Science - Mathematics. On occasion, certain disciplines may be fused and taught by the same staff member. For example: one teacher may teach both the mathematics and science components of the program. In addition, there will be stand-by staff available and employed when enrollments exceed 14 students for an extended period of time.

B. Job Descriptions

Job descriptions will be developed in conjunction with the staff members to be involved in the program. Concurrent summer in-service will accompany the development of job descriptions. Consequently, job descriptions are not available at this time. However, when they are developed, they will emphasize both the cognitive and affective thrusts of the AEP. Philosophically, all staff members will be attuned to the rehabilitative, rather than the punitive possibilities

of the program. The entire staff will make a directed effort to modify the deviate behavior of a youngster and work toward making him a productive member of the school community able to return to his place in regular education without disruptive influence.

C. Certification

All staff members will hold Pennsylvania teacher certification at the secondary level. Each member of the instructional staff will be certified in the subject area to which they are assigned. Ideally, the evening coordinator will also hold administrative and/or guidance certification.

Respectfully submitted,

Stanley T. Dubelle, Jr., Ph.D.
Superintendent of Schools
Wilson School District

Robert F. Shuttlesworth
Director of Pupil Services
Governor Mifflin School District

GOVERNOR MIFFLIN SCHOOL DISTRICT
Alternate Education Program (AEP)

Student/Parent Agreement Form

_____ has been recommended for inclusion in the Alternative Education Program (AEP) by a board of review of Governor Mifflin teachers and administrators. It has been determined that his/her behavior is of such a nature that continued placement in the regular school program is inappropriate. Students in the AEP will be allowed to re-enter the regular school program when they have made significant improvement in attitude and behavior and can relate positively to a regular school environment. The conditions of enrollment in the AEP are outlined below:

I. Program Outline

A. The program will operate in conjunction with the Wilson School District and will include students from grades 7-12.

B. Students will not attend their regular school during their stay in the AEP.

C. Students will be assigned for a minimum of 30 days of attendance. Additional time may be assigned for disciplinary reasons.

D. The program will run from 4:00 P.M. to 7:00 P.M. Monday through Thursday.

E. Instruction will be provided by certified secondary teachers in basic academic areas.

F. Students who wish to keep pace with their regular classes will have to obtain private tutoring at their own expense.

G. The program will not involve tuition costs to parents. The only costs will be to parents who opt for private tutoring as noted in Item "F."

H. The program will meet in Room 214 of the Governor Mifflin Senior High School.

II. Relationship With The Home School

A. Credit and grades for courses taken in the AEP will be reconciled with the home school program.

B. Students will not be allowed to participate in any co-curricular activities during their stay in the AEP.

C. Students in the AEP are expressly forbidden to be in home school buildings or on school grounds at times other than when the alternative program is in session.

III. Transportation

A. Transportation will be provided for students requiring it. Students may be transported to the high school on the return run of their regular school bus at the end of the day. The school district will provide a rim-run at the end of the AEP at 7:00 P.M. The school district will also transport students to the Wilson School District during the semester the program is in that district.

B. Students may drive to the host school only if they have written parental permission. They may not transport other students.

IV. Re-entry to Regular Program

A. Students will be evaluated for re-entry to their regular school by the evening school staff at the completion of the required period of attendance. To be eligible for a return to regular education, a student will have:

1. Exhibited signs of positive school citizenship.

2. Respected the materials, supplies and property of the host school.

3. Worked with the evening school staff in a cooperative manner.

4. Obeyed all rules and regulations in the AEP.

5. Made significant gains in his behavior and attitude toward school.

6. Demonstrated that he is ready to return to regular school and not engage in disruptive behavior or truancy.

V. Further Disciplinary Measures

A. The aim of the AEP is to rehabilitate disruptive students for a successful and productive return to regular education. However, students who are unable to profit from the program and continue to be disruptive while in the AEP, will be referred to the courts for appropriate legal action.

Indication of Agreement with Recommended Placement

We have been informed of the nature and purpose of the alternative school and agree with the recommended placement as per the conditions listed above.

Parent	Date	Student	Date

Indication of Disagreement With Recommended Placement

We do not agree with the recommended placement in the alternative school. We have been informed that the school district will move to expulsion/suspension proceedings. Our rights as parents have been explained to us as per the due process contained in the student rights and responsibilities statement.

Parent	Date	Student	Date

PROGRAM TITLE: Alternative Education

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Greensburg Salem School District

COORDINATOR OR CONTACT PERSON:

Thomas Yarabinetz - Project Director

TELEPHONE: (412) 832-2938

TYPE OR PROGRAM (one or two line descriptor)

An Alternative Education Program for Disruptive and Truant Students

TYPE OF DISTRICT: Rural & Urban
(Rural, urban, etc.)

GRADES INVOLVED: 7, 8, 9

NUMBER OF STUDENTS:
IN DISTRICT: 4800
IN PROGRAM: 25 - 30

PROGRAM LOCATION:

Junior High School

HOURS OF OPERATION: 8:00 am TO 2:25 pm
(TIME - DAYS OF WEEK) Monday thru Friday

FUNDING SOURCE(S): Pennsylvania Comm. on Crime & Delinquency and School District
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 102,846.00

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Student referral and admission into the Alternative Education Program will be limited to those students who exhibit a behavior or combination of behaviors which are considered to be or have been adjudicated as status or delinquent offenses. These behaviors will include characteristics such as, but not limited to: truancy, lack of parental control, school disruption, delinquent behavior in school and the community, etc. Those students who have been involved with the Courts or Civil Authorities will be prime candidates for program referral and admission.

Student referrals may be made by school officials, teachers, parents, civil authorities, and the courts. Once referral is made, a student profile will be compiled with supportive data deemed pertinent. This information will be reviewed by the Alternative Education Program staff and the Project Director. The student and his parent/guardian will then be interviewed and a recommendation will be submitted by the Project Director to the school principal who will make the final determination for admission. Appeals may be submitted to the Superintendent of Schools.

Parental permission will be required for student admission into the program unless exception is granted by the Superintendent.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

PROGRAM DESCRIPTION: The Greensburg Salem School District has developed and implemented in the Greensburg Salem Junior High School an Alternative Education Program for students in grades 7, 8, and 9. This program provides an educational option for students who are unable to function in the traditional school environment due to disciplinary problems, truancy, subject failures, and dysfunctional relationships with peers, parents and authority figures. The aim of this program is to work cooperatively with the student, the parents, the school, and civil authorities to bring about positive behavior modification. A maximum of thirty (30) students will be involved in the program at one time with a potential of serving additional students over the course of a year. As students are mainstreamed back into the regular school program, additional students will be admitted based on need.

PROGRAM OBJECTIVES: 1) Reduce delinquent behavior 2) Modify disruptive behavior in school 3) Build students' self-esteem 4) Lower rate of absenteeism 5) Reduce dropout rate 6) Remediate deficiencies in basic skills 7) Develop career awareness through counseling 8) Prepare students for Vocational Technical School admissions 9) Provide a Parent Effectiveness Training Program 10) Develop a positive attitude toward school and learning 11) Mainstream students into the regular school program.

PROGRAM CURRICULUM/ASSESSMENT PROCEDURES: Extensive research and study has shown that no one approach can solve all problems. Based on this fact, a multi-faceted program was developed incorporating many different components.

Each student entering the program is individually tested in the three academic areas being taught: reading, English and mathematics. These test results are used to develop an individual educational program for each student based on his/her achievement level. In addition to these three academic subjects, basic life skills are taught along with a comprehensive physical education program developed around the aerobic concept.

Students who qualify may also be involved in a work/study or career exploration program which offers monetary compensation as well as job-related skills.

Approximately one-fourth (¼) of a student's educational experience in this program is through community awareness activities such as volunteer work, compassion experiences with those less fortunate than themselves, consequential experiences related to the criminal justice system, and career opportunities in local industries.

This program will enable students to successfully remain in school and allow them to gain the basic skills, career orientation, and value clarification necessary to obtain meaningful employment and to become productive, law-abiding citizens in school and society.

An evaluation of each student will be done on a regular basis through objective testing and personal analysis by the staff personnel.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Students are mainstreamed back into the regular school program on a gradual basis of one class at a time. Once a student reenters the total school program, he/she will be subject to follow-up by the Alternative Education staff on a weekly basis for the first month and a monthly basis for the remainder of the school year.

Criteria used to determine mainstreaming will include academic performance based on various test results, attendance records, discipline records, and overall behavior modification as assessed and measured by the professional staff.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

Unique features considered vital to the success of the program include the following:

Parent involvement on a regularly scheduled basis. This includes home visitations by the staff and parent participation in school workshops, seminars, and counseling sessions.

A student counseling component which provides each student a minimum of one hour of individual counseling and one hour of group counseling per week by two certified counselors in the program.

The cooperation and involvement of the Juvenile Justice System with the school district. Special guidelines have been established to facilitate the judicial process in dealing with delinquent and truant behavior.

(Continued on next page)

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Student absenteeism to date has been reduced drastically. Some students have begun the process of being mainstreamed into the regular school program.

Continued from Page 3 - Unique features of the program.

Mandatory student attendance with staff visitations to the home of students who are absent. Questionable excuses for absences are referred to the school nurse for confirmation. Professional staff members are certified as school attendance officers.

Stress activities which provide behavior modification through improved self-image. These activities provide challenges in difficult skill situations where students can experience real success. These include whitewater rafting, rock climbing, rappelling, caving, ropes obstacle course, initiative games, tyrolean traverse, and wilderness survival.

GROVE CITY AREA SCHOOL DISTRICT
GOAL ALTERNATIVE PROGRAM
(Goal Oriented Alternative Learning)

SCHOOL DISTRICT:

Grove City Area School District
511 Highland Avenue
Grove City, PA 16127

TYPE: Alternative

GRADES: 9 and 10

PROGRAM STAFF: 2 teachers
1 aide

PROGRAM LOCATION: Elementary wing of Senior High School Building

CONTACT PERSON: Dr. Jean R. Lagana
Phone: 412-458-8100

TYPE OF DISTRICT: Suburban

NUMBER OF STUDENTS: - In District 2100
- In High Sch. 950
- In Program 15-20

FUNDING SOURCES: Title IV-C
District

PROGRAM STARTING DATE: Fall, 1979

HOURS OF OPERATION: Regular School day
Full school year

WHAT TYPES OF STUDENTS ARE PLACED IN THE PROGRAM? (admission criteria--student characteristics)

The Goal Program is specifically designed for ninth and tenth grade students who display the following characteristics to a marked degree: excessive absenteeism, class cutting, lack of motivation, lack of self-esteem, disruptive behavior, functioning below grade level, and potential drop-out. These students exhibit great difficulty in adjusting to the regular school setting, and most could not be motivated to function effectively in such a setting.

In addition to these characteristics, many of the students lack parental guidance and/or control, and some are on probation with the juvenile courts for delinquent acts outside the school environment.

HOW DO THE STUDENTS GET INTO THE PROGRAM? (referral--placement, and admission procedures)

Students who exhibit the previously mentioned characteristics to a marked degree are primarily referred by the regular classroom teachers who feel that these students can no longer remain effectively in class, nor benefit from the instruction being given.

Following the initial referrals, the assistant principal, guidance counselor, and Goal staff employ an in-depth screening process in further selecting candidates for the program.

A checklist indicating the seven characteristics is used to determine which students meet the majority of criteria necessary for consideration. Following this, the records of each student are carefully reviewed including any anecdotal comments and all pertinent information concerning the student.

Following a review of all information, the student is recommended to the program on the basis of need--his/her ability to benefit from such a program. The parents of the student are informed of this recommendation, interviewed, and given information regarding the program.

Students are scheduled for a conference with the assistant principal, and with the Goal staff prior to entering the program. At this time, the reasons for the student's selection to the program, and the program itself are explained to the student; rapport is established, and any questions that the student might have are answered.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (program description--objectives--staff--facilities)

The Goal Program is housed in a large room in an elementary wing located in the Senior High School. A small adjoining room is used primarily for individual work and counseling.

The program is staffed by two teachers and an aide having strong backgrounds in education, counseling, emotional disturbance, and "global certification" in the academic areas of math, science, English, and social studies.

Immediately following entrance into the program, the student is administered a battery of tests, including the Stanford Math and Reading, the Coopersmith Self-Concept Inventory. These form the initial basis of the development of a diagnostic-prescriptive program.

A primary intention of the Goal program is to provide a transition for students during the time period that they are finding difficulty in adjusting.

The Goal Program is specifically designed to cope with the unique characteristics of the students through a total program stressing academic, affective, and career education.

The academic portion of the GOAL program consists of the teaching of the basic skill areas of English, reading, math, science, and social studies; and speech, physical education and career education. Each subject includes both small group and individualized instruction.

The purpose of the academic program is to increase motivation by helping students become more receptive towards learning and experience greater success in the academic areas.

The program focuses on the remediation of basic skills, extending the student's background, and capitalizing on various strengths of the individual student.

Each subject area is a blend of the affective and academic. Students participate in various subject-related activities which stress cooperation, responsible behavior, respect for authority, and communication skills.

Various outside resources including physical sites and personnel are utilized to their maximum potential in extending the students' background. They are taken on field trips and are also visited by guest speakers for the purpose of providing a variety of experiences which will supplement and enhance student learning.

The GOAL academic program measures student performance in each basic skill area through both formal and informal testing procedures. Post tests are administered at the end of the program to determine measured improvement.

All students receive letter-grades in each subject area at the end of each nine-week period. In addition to the letter-grades, they also receive anecdotal reports.

Components of the affective program consist of increasing motivation and self esteem, helping the student to better understand self and others, stressing self-worth and respect, exhibiting responsible and mature behavior, role identity, respect for persons and property, and social growth and needs.

Field trips, guest speakers, and home involvement make up an essential component of the affective program and supplement and enhance activities.

Physical activities and relaxation techniques are provided and taught to the students in an effort to combine health into daily life activities.

Students receive intense individual contact in the form of counseling and attention to his/her specific needs in and out of the school setting.

The primary objective involved in the affective program is to view and focus on each student as an individual and unique person who is in need of positive inter-personal relationships and a great deal of "caring".

HOW DO STUDENTS GET OUT OF THE PROGRAM? (required behavioral changes--transition to regular class

It is the ultimate objective of tne GOAL program to elevate each student both academically and socially for the purpose of eventually returning him/her to the regular school environment.

It is anticipated that most of the students will remain in the program for one year; however, if a student is thought to have progressed enough to return to the regular setting after a semester, it is possible to have him/her returned.

The placement determination is made after a careful review of the students progress and records by the staff of the GOAL Program, the assistant principal or guidance counselor.

PROGRAM TITLE: Harbor Creek School District
Code of Behavior

SCHOOL DISTRICT OR INTERMEDIATE UNIT
Harbor Creek School District

COORDINATOR OR CONTACT PERSON:
Mr. Harold R. Koepka, Principal

TELEPHONE: (814) 899-3157

TYPE OR PROGRAM (one or two line descriptor)
In-School Suspension Program

TYPE OF DISTRICT: Rural
(Rural, urban, etc.)

GRADES INVOLVED: 7 thru 12

PROGRAM LOCATION:
In the Jr-Sr High School

NUMBER OF STUDENTS:
IN DISTRICT: 1,540
IN PROGRAM: Approx 80 per semester

HOURS OF OPERATION: 8:00 TO 2:30
(TIME - DAYS OF WEEK) Mon thru Fri

FUNDING SOURCE(S): Local
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 12,500

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Early in the 1976-77 school year the Harbor Creek Board of Education established a committee to study the discipline and vandalism problems in their schools. The committee was composed of members of the Board of Education, the school's administration, members of the Harbor Creek Education Association, parents and students. The recommended policy for the educational community of Harbor Creek became known as the "Harbor Creek School District Code of Behavior."

In this "Code of Behavior" which details means as well as goals for the students, discipline is considered in a prescriptive sense. It is recognized by the Harbor Creek School District that discipline is the training that corrects, molds or perfects the mental facilities of moral character. It is not punishment, a penalty inflicted on an offender as retribution. It is rather seen as the development of inner control that parents and teachers must help students master. Therefore, it is felt that, for some offences, a placement of a student into the In-School Suspension program would be a better means to achieve such a goal as opposed to removing a student from the school grounds.

An outline of this "Code of Behavior" as it is applied to the In-School Suspension program is as follows:

A student can be placed in the In-School Suspension Program for the following reasons: (minimum 3 days)

1. Insubordination (degree of)
2. Use of profane or obscene language or gestures in class

(continued on the last page)

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

CORRECTIONS PROGRAM: Implementation of the "Code of Behavior":

IN-SCHOOL SUSPENSION

1. It is held in an area of the school where lavatory facilities are readily available.
2. A student assigned to an In-School Suspension will report a minimum of three full school days, from 8:20 am - 2:30 pm.
3. Said student will be provided with school work assignments so that he/she can keep up with his/her fellow classmates.
4. The student will not be allowed cafeteria privileges during assignment period. The student is not permitted to participate in any school sponsored activity during this period.
5. Upon entering the program an intake counseling session is held to discuss the students reason for being in the program.
6. Next, the rules and expectations of the program are discussed with the student. The student is then required to sign a sheet, that is provided, which becomes a contract while he/she is in the I.S.S. program.
7. Responsibilities of the student in IN-SCHOOL SUSPENSION program are as follows:
   A. To maintain absolute silence at all times.
   B. To report to I.S.S. with all the books needed for completion of class assignments
   C. To report to I.S.S. with pen and/or pencil(s) as required in the student handbook.
   D. To carry a lunch from home while in I.S.S.
   E. To eat lunch at his/her desk in silence.
   F. To clean desk at the end of each day.
   G. To obey all instructions from the In-School Suspension Supervisor without back talk, muttering or any other forms of disrespect.
   H. To obey the school's "Code of Behavior" and accept disciplinary action as is listed.
   I. To complete all class assignments to the satisfaction of subject instructor and the I.S.S. supervisor.
   J. To engage in a minimum of two counseling sessions with the I.S.S. supervisor.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

In order for a student to satisfactorily complete an In-School Suspension assignment the student must fulfill his/her contract responsibilities. In addition, the student is expected to develop a responsible attitude which will enable him/her to:

1. Take advantage of learning opportunities
2. Develop sound work habits
3. Master fundamental learning skills
4. Become a part of an environment which will encourage creative self-expression for both teacher and student
5. Encourage and support efforts to improve the quality of his/her education

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The In-School Suspension supervisor has worked in various juvenile corrections facilities, is a certified teacher and is currently completing his Masters in Counseling/Corrections and Education.

Students are encouraged to develop a responsible attitude and to recognize the value of an education.

Some instructional strategies have been various forms of:

1. Situational Role Players
2. Behavior Modification
3. Reality Therapy
4. Individual Counseling
5. Peer Tutoring
6. Respect, encourage and support fellow classmates as they attempt to master the fundamental learning skills

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Through the "Code of Behavior", the students at Harbor Creek High School are now aware of the rules governing the school district, their rights as a student, and the responsibilities that go along with these rights. In addition, the students are also aware that the enforcement of this policy is carried out in a firm, fast and fair manner. The strength of this corrections program comes from the fact that it has improved the academic, social and physical environment of the school district.

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM continued

3. Vandalism - restitution MUST be made (degree of)
4. Chronic violation of any offense resulting in a placement in Detention Hall
5. Refusing to accept an assignment to Detention Hall
6. Fighting
7. Forging or falsifying school forms or using forged notes or excuses
8. Smoking on school grounds*
9. Possession of tobacco products while on school property

*Smoking in the school building constitutes a citation being sent to the District Justice for prosecution

PROGRAM TITLE: Keen Program for Adjustment and Voc. Prep.

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Harrisburg City School

Harrisburg, PA 17102

COORDINATOR OR CONTACT PERSON:

Gerald A. Steger, Principal

Keen Building 501 Seneca St.
Harrisburg, PA 17110
TELEPHONE: (717) 255-2504

TYPE OR PROGRAM (one or two line descriptor)

Alternative Program for School Adjustment preparation for entering world of work.

TYPE OF DISTRICT: Urban
(Rural, urban, etc.)

GRADES INVOLVED: 7-12

NUMBER OF STUDENTS:
IN DISTRICT: 10,000
IN PROGRAM: 120

PROGRAM LOCATION:

Keen Building 501 Seneca Street
Harrisburg, PA 17110
HOURS OF OPERATION: 8:00 TO 2:30
(TIME - DAYS OF WEEK) 5 days per week

FUNDING SOURCE(S): Local, State, and Federal
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 175,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Students who have experienced attendance academic and/or discipline problems in the regular classroom programs.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

Curriculum - All students take minimum of five classes per day (English, Math, Social Studies, Gym and Vocational Prep.)

Objectives - 1) To enable students to understand the need for attendance, responsibilty, academic work, and respect for rules and regulations.

2) To provide opportunity for students with academic deficiency to make up each failed credits and be upgraded to proper level.

3) To expose students to use necessary skills and attitudes necessary to be sucessful in the world of work.

4) To aid students in acquiring a manual skill that could be utilized in the world of work.

Assessment procedures -

1. Staff reviews
2. Packaged meterials assessments
3. Tests
4. Standardized tests

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Staff reviews held each week. Students may transfer out upon recommendation of the staff in three areas: 1) attendance 2) academic work 3) ability to handle rules and regulations. Students may be returned to home school at any point where adjustment is evidenced.

All academic work in the program is geared toward graduation requirements.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

1) All classes are ungraded - all work individualized and focuses on basic skills.

2) Students get credit for everything or nothing, depending upon attendance, academic work, and cooperation.

3) No special staff training.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

None at this point - program not in operation long enough to evaluate.

PROGRAM TITLE: ALTERNATIVE EDUCATION PROGRAM

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Keystone Central School District

95 W. Fourth Street

Lock Haven, PA 17745

COORDINATOR OR CONTACT PERSON:

John C. Anderson

95 W. Fourth St., Lock Haven

TELEPHONE: (717) 748-7764

TYPE OR PROGRAM (one or two line descriptor)

Disciplinary Program for Students in Grades 7-12

TYPE OF DISTRICT: Rural
(Rural, urban, etc.)

GRADES INVOLVED: 7 - 12

PROGRAM LOCATION:

Lock Haven YMCA, Water St., Lock Haven

NUMBER OF STUDENTS:
IN DISTRICT: 7000
IN PROGRAM: Varies

HOURS OF OPERATION: 8:00 TO 3:00
(TIME - DAYS OF WEEK) Monday through Friday

FUNDING SOURCE(S): Commission for the Prevention of Crime and Delinquency
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 43,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Students who are placed in the Alternative Program will be "chronic offenders" for which all other discipline policies have been tried but have failed to modify student's behavior. These include students who are facing suspension for the second time, regardless of the infraction; students involved with possession or intoxication of drugs or alcohol; students who are faced with expulsion from school.

There are no specific types of disruptive students excluded from the program.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program Description - curriculum - objectives - assessment procedures)

Students in the Alternative Program are placed in a classroom located at the local YMCA. Prior to enrollment, each student's discipline record is reviewed and discussed in detail with the student, their parents or guardian, school principal, and social work coordinator of the program, students are subjected to a very regimented classroom situation. They are required to bring all textbooks from the home school. Students are also required to work on assignments gathered from the home school teachers throughout the entire day. These assignments are monitored and evaluated for neatness and accuracy. When the teacher of the program is satisfied with the quality of the work, it is returned to the home school teacher. In the event a student has difficulty with the assignment, tutoring and additional subject matter will be given until the student comprehends the material.

Student's behavior is monitored throughout their stay in the program. There is very little social contact permitted, and students are under constant supervision. This includes being escorted to and from the restrooms.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Students are assigned to the program for a specific number of days, depending upon the severity of the infraction. They are also placed on a system of credits and demerits. This system is to monitor student's class work, behavior and adherence to rules of the program. It also provides a system for positive and negative reinforcement. A specific number of credits, in conjunction with assigned days, is needed to return to the home school. Any infraction of the guidelines or rules of the program can and will result in demerits, added days and/or corporal punishment, depending upon their severity.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

For the program to be different as possible, it is located at the local YMCA. Students are constantly supervised and are allowed little or no social contact. They work on the same assignments as students of their home school and grade. Students are not permitted to participate or observe any school activities until they are released from the Alternative Program. While on the program, they are on a system of credits and demerits to monitor their progress.

Students who are placed on the program recieve counseling. This counseling is in the form of values clarification, assertiveness training and reality therapy.

These factors, combined with clear and concise rules and regulations, and a firm but fair staff, have proven to be effective in modifying students' behavior.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

The Alternative Program has received second year allocations of funds for its continued operation. These funds have been granted by the Commission for the Prevention of Crime and Delinquency, for its success in the initial year of functioning.

In the first year of functioning, the Alternative Program serviced 42 students from within the Keystone Central School District. Of these students, 9 were returned to the program for a second time. This indicated a 78% success ratio.

In this, the second year of the program, there have been 50 students serviced to date. Of these, 2 have been repeaters. This indicates a 96% success ratio.

The school district has also noted a reduction in out-of-school suspensions for the 1979-80 year to date.

These factors, along with general improvement of students' behavior and attendance, seem to lend to a successful program.

PROGRAM TITLE: Adolescent Learning Center
(Alternative)

SCHOOL DISTRICT OR INTERMEDIATE UNIT

School District of Lancaster

225 W. Orange Street

Lancaster, PA 17604

COORDINATOR OR CONTACT PERSON:

Dr. Kirk L. Fisher

Coordinator of Pupil Services

TELEPHONE: (717) 291-6146

TYPE OR PROGRAM (one or two line descriptor)

Temporary transitional adjustment program for secondary students.

TYPE OF DISTRICT: Urban
(Rural, urban, etc.)

GRADES INVOLVED: 7-12

PROGRAM LOCATION:

Abandoned Elementary School

NUMBER OF STUDENTS:
IN DISTRICT: 10,000
IN PROGRAM: 50-60

HOURS OF OPERATION: 8:30 TO 3:00
(TIME - DAYS OF WEEK) Daily

FUNDING SOURCE(S): Local district
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 90,000.00

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Lancaster School District's Adolescent Learning Center was created to be a short-term transitional program for disruptive students. Students who exhibit a social or antisocial behavior, are constantly insubordinate or persist in actions which interfere with the educational process of other students are the primary candidates for this center. Typically, these students have a history of serious or repeated misconduct, and many have received both in-school and out-of-school suspensions prior to entering the program.

In addition, the center also serves as a transition experience for students who are returning to school from a youth development center or as a temporary emergency or crisis placement for students who must be removed from the regular class. However, all students recommended to the center must be deemed to have the potential for behavioral change and rehabilitation within the resources of the program and either a return to the regular school or gainful employment after leaving the A.L.C.

HOW DO THE STUDENTS GET INTO THE PROGRAM?

New students assigned to the A.L.C. will be referred by the building principal following a building team meeting involving the principal, counselor, psychologist, social worker or outreach worker and A.L.C. head teacher. Counseling, modified or other school programs, conferences with school personnel, parents, and students must precede a team conference recommending placement in the A.L.C. Students having adjustment problems, frequent suspensions, crisis situations, and/or returning from a Youth Developmental Center may be referred as candidates for the A.L.C. in addition to placements made by Administrative Reviews and/or Student Judiciary Committee. All student placements including emergency placements to the A.L.C., but excluding Judiciary Committee placements, must be approved by the Central Office Program Supervisor. Parents of students selected for the A.L.C. will receive a home visit by an A.L.C. staff member to inform the parents about the program and what their responsibilities will be. The Center staff will also meet with the student to explain the program and what the student's responsibilities will be. Students may attend the A.L.C. on a full or part time basis with various combinations of programs being utilized.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

Students will participate in instructional areas of science, social studies, math, English, current issues, I.A., and physical education. Lessons will parallel to the greatest extent possible studies of the home school.

Various instructional formats will be utilized such as large group instruction, small group instruction, individual tutoring and independent study. Staff members may be scheduled for large and small group instruction as well as assisting individual students and groups following large group presentations. Small groups will be developed on the basis of grade, skill, and interest levels of students.

In order to provide the students of the A.L.C. with a comprehensive program in the basic areas of instruction, remedial reading will be part of the instructional program. Remedial reading will be based on diagnostic/prescriptive principles using a small group instructional format.

Field trips will be used as culminating activities and as student enrichment. Trips will be scheduled as they fit into the curriculum in a purposeful manner.

Students in the A.L.C. will be assigned to some form of vocational orientation and/or training. Vocational experiences available through the Singer/Graflex Orientation and Career Planning will be scheduled for each student. Center students when appropriate, will be placed on parttime jobs available through the Work Study Program, Diversified Occupations Program, or the Community Services Program.

Some of the planned activities in the program will be primarily aimed at improving the social and behavioral adjustment of the students referred to the center. Many of these activities will also have academic or vocational implications but their major purpose will be to change behavior.

Use of behavior modification techniques, reward systems, contracts, rap sessions, simulation games, role playing and other activities such as these will be a part of the program, since many of the students need to learn ways of adjusting to the regular school setting.

PHYSICAL EDUCATION:

-Will be conducted on a scheduled basis at the Lancaster Boys' Club. Students attending the Boys' Club will be under the supervision of an A.L.C. staff member at all times.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

No formal criteria have been developed for readmission to home schools. Such a judgement is made subjectively by the staff, who shall consider the following:

(1) Can the student perform in an acceptable manner with regards to behavior, attendance, and academics in the home school program?

(2) Does the student have a genuine interest in returning to a home school program?

It should be noted that graduation IS possible from the A.L.C.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

Parent are informed weekly of student performance with regards to behavior, academics, and attendance. Each student is assigned a staff member to act as an A.L.C. teacher advisor. Behavior modification is attempted by rewarding positive behavior through a Token Economy System and by use of corporal punishment for disruptive behavior. Attendance laws are strictly enforced with regards to truants.

Students are judged EVERY class period and are awarded tokens at the discretion of the staff member.(usually on a scale of 1-10). Tokens can be used to "buy" prizes. Such prizes include items that can be "bought" with relatively few tokens - games, candy, shop materials - and also those for which students must save over a period of time - sports equipment, field trip privileges, radios, etc.

Corporal punishment is usually administered by the Head Teacher.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

The program will be evaluated in the following way on each of the developed objectives.

(1) Reporting the percentage of A.L.C. students returned to the regular program or gainful employment.

(2) Compare weekly absentee rate prior to Center attendance with weekly rate following Center attendance.

(3) Obtain an estimate of percentage of reduction of disruptive situations from home school principals.

(4) Obtain staff documentation of observable behavioral pattern changes.

PROGRAM TITLE: Disruption Prevention

SCHOOL DISTRICT OR INTERMEDIATE UNIT

LEBANON SCHOOL DISTRICT

COORDINATOR OR CONTACT PERSON:

Robert K. Bowman

TELEPHONE: (717) 273-9391

TYPE OR PROGRAM (one or two line descriptor)

A program to prevent disruption by providing remediation in basic skill areas.

TYPE OF DISTRICT: Urban
(Rural, urban, etc.)

GRADES INVOLVED: 7-12

NUMBER OF STUDENTS:
IN DISTRICT: 4512
IN PROGRAM: Approx. 130

PROGRAM LOCATION:

Lebanon Junior and Senior High Schools

HOURS OF OPERATION: 8:00 A.M. TO 3:00 P.M.
(TIME - DAYS OF WEEK) Each school day.

FUNDING SOURCE(S): ESEA, Title IV-C
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 40,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Potentially disruptive students in grades 7 through 12 whose educational needs are not adequately met by the regular school program and whose difficulties in school can be traced to lack of ability, low achievement, need for remediation, need for supportive social services and individually prescribed learning programs.

Selection is determined by a committee of counselors, teachers and administrators. Students may be self-referred or referred by teachers, counselors, parents or administrators.

Selection criteria includes, but is not limited to:

- .low achievement
- .repeating grades
- .history of behavior problems
- .attitude reflects indifference to school

Final decision regarding admittance to the program is made by the principal.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

An Individualized Learning Program is developed setting goals. Pre and Post testing is done to determine achievement levels upon entry and to measure progress. The emphasis is upon remediation of basic skills as determined by testing and teacher opinion. Individualized instruction is provided by the teacher and appropriate counseling provided by the counselor.

Close liaison with the regular teacher(s) is maintained throughout the time the student is assigned to the program.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Time in the program is determined by an individualized learning program (ILP) which is developed prior to admission to the program. The ILP is developed by the counselor(s), teacher(s) and other interested persons including the student and parent. Goals are developed. Upon completion of the goals, student is recommended to be returned to the regular classroom. Final decision is made by the principal.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

Past history and empirical data strongly support the notion that much disruptive behavior is caused by students who have fallen so far behind in their work that they have lost all interest in class proceedings. As a result, they perceive that the only way to cope is to "act out".

It is our contention that remediation in areas of weakness will contribute measurably to the reduction of the problems these students cause.

The uniqueness of our program is the emphasis on prevention by way of remediation.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Evaluation in progress by independent contractor.

PROGRAM TITLE: An Alternative Approach to Suspension/Expulsion and Dropout Prevention

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Mifflin County School District

514 West Fourth Street

Lewistown, Pennsylvania 17044

COORDINATOR OR CONTACT PERSON:

Dr. Robert G. Bohn

District Superintendent

TELEPHONE: (717) 248-0148

TYPE OR PROGRAM (one or two line descriptor)

Alternative School - Grades 7 through 12

TYPE OF DISTRICT: Rural
(Rural, urban, etc.)

GRADES INVOLVED: 7 - 12

PROGRAM LOCATION:

Former Elementary School Building

NUMBER OF STUDENTS:
IN DISTRICT: 8,200
IN PROGRAM: 50

HOURS OF OPERATION: 8:00 A.M. TO 3:15 P.M.
(TIME - DAYS OF WEEK) Five days/week during school term

FUNDING SOURCE(S): Title IV-C
(Local, state, federal funds) District

ESTIMATED YEARLY OPERATING COSTS: $ 48,000.

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

This program is for students who cannot cope with the requirements of a structured school setting. More specifically, students who exhibit the common triad of problems consisting of the lack of academic success, poor school attendance and disruption/interference with other's right to learn and the teacher's right to teach are transferred to Alternative School for an indefinite period. Child Study Teams, consisting of teachers, school nurse, guidance counselor and administrator, make the referral after exhaustive efforts to utilize in-house and community resources have failed to correct or improve the problem. Early identification of problems enhances resolution or intervention of appropriate social service agencies. When a student can no longer function in a regular school setting because of poor success, disruption, failure to attend school, s/he is placed in an alternative setting where constant supervision, attention and direction are available.

New students who are coming into the District who have poor academic records or those returning from a detention facility are usually placed in Alternative School for evaluation and acclimatization before enrollment in a regular school setting. We have found this transition to be most worthwhile.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

Students assigned to Alternative School are conferenced with their parents to discuss expectations and responsibilities. Parental support and understanding are critical to the program. Prior to admittance a thorough review of the student's problems is conducted in regular meetings of the Child Study Team and the counselor of the Alternative School. A record of previously attempted strategies and intervention is maintained by the Child Study Team. When the Child Study Team is unsuccessful in its attempts to change relevant alterable school behaviors, Alternative School personnel are invited to the meetings to make suggestions. If it is determined that removal from regular school is necessary, a due process hearing is held.

Various achievement and diagnostic test batteries are administered as well as a comprehensive review of previous evaluation data. A meeting with individual classroom teachers is convened to ascertain where the class has been and objectives for the next few months. In many cases, the student is not on an achievement level with his peers; therefore, teachers in the Alternative School attempt to locate a reasonable starting point that will insure academic success. This diagnosis is of paramount importance.

The one-to-one instructional program follows a diagnostic-prescriptive approach. Basic skills are emphasized. Self-esteem and values clarification units are important components of the program. Work experiences in the community are available for students who need to internalize concepts about the world of work. A very successful aspect of the program is the volunteer work done with teachers of our pre-school handicapped and head start programs. Even the most defensive students respond well to younger children.

Instruction is geared to individual need. Learning packets designed for self-pacing are utilized. An essential aspect of the instructional program is frequent evaluation, both by the teachers and student. Records, charts and graphs are maintained so that weekly progress can be interpreted.

Behavioral expectations are conjointly developed by the teacher, counselor and student. Specific alterable school behaviors are identified and strategies developed to communicate them to the student. Levels of attainment are developed in hierarchical fashion so that appropriate reinforcement is meted out to the student as he progresses.

Selected high interest topics are discussed in group training sessions led by the guidance counselor and Youth Development Program worker. Communication skills, interpersonal relationships, group dynamics, values clarification exercises and vocational interests are explored in these sessions. Community resource persons are relied upon to enhance these sessions.

Ultimate objectives include: improving attitudes, self-confidence and hope; intensive basic skills work to enable the student to function in the regular school setting; preparing regular teachers for the student's return; and to return the student to regular school as soon as practicable.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Students must exhibit reasonable progress commensurate with their ability in four areas: positive attitude formation, cooperation, scholastic effort and academic achievement. Attendance is closely monitored and close contact is maintained with the family. Weekly evaluations are given each student. Contracts are developed with each student after s/he becomes familiar with the expectations of the Alternative School.

In some cases, dropouts are returned to Alternative School and given the opportunity to make up back work and are promoted based on their success.

Contact is maintained with regular teachers to ensure a smooth transition when the student is returned to regular school. Follow-up contacts are made with students after they return to regular school. Likewise, exit interviews, guidance sessions and meetings with teacher teams are held before a student is readmitted to regular school.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The Alternative School is staffed by two certified secondary teachers, a secondary guidance counselor and a community-based Child Development Program worker. Enrollment is carefully monitored to ensure adequate individualized instruction time.

Most students are lacking in basic skills; therefore, the program thrust is oriented to the concept of taking the student where he is. Diagnostic and achievement tests are administered upon entry and results are combined with the student's cumulative record information to develop a reasonably safe point to start to achieve success. Individualized instruction is geared to the specific needs of the student and teachers are not restricted in the kinds of programs they wish to initiate. A heavy emphasis is placed on career information and the world of work. Work experience is available to those students who will benefit from it. Responsibility is developed through a carefully monitored point system that incorporates student evaluation and input. Community-based organizations are helpful in attacking problems that involve the family.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

In the second year of operation nearly 100 students have spent varying amounts of time in Alternative School. Just one student has returned for additional assistance. Follow-up studies indicate that nearly every student who spent time in Alternative School has remained in regular school with few problems. A few have dropped out of school at age seventeen, however, attempts are made to reenroll them in Alternative School. Some students contact the Child Study Teams to request placement in Alternative School.

PROGRAM TITLE: Daniel Boone Remedial Disciplinary School

SCHOOL DISTRICT OR INTERMEDIATE UNIT: Philadelphia

COORDINATOR OR CONTACT PERSON: David Rosoff

TELEPHONE: (215) MA 7-3417

TYPE OR PROGRAM (one or two line descriptor): Remedial Disciplinary for Male Students

TYPE OF DISTRICT: Urban (Rural, urban, etc.)

GRADES INVOLVED: Ungraded

PROGRAM LOCATION: Hancock & Wildey Sts., Phila. 19123

NUMBER OF STUDENTS: IN DISTRICT: ; IN PROGRAM: 325

HOURS OF OPERATION: 8:45 TO 2:30
(TIME - DAYS OF WEEK) 5 days

FUNDING SOURCE(S): Local
(Local, state, federal funds) State
Federal

ESTIMATED YEARLY OPERATING COSTS: $ 750,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Students are referred to the District Superintendent because of serious behavioral maladjustment in regular neighborhood schools. Parents and students are entitled to a due process hearing. The case history is documented and must be approved by the District Superintendent of the sending school and our school. Any student enrolled in a special education program, referral to our school must be approved by the Child Study Evaluation Team and an I.E.P. as mandated by P.L. 94-142 must be developed.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

Students are evaluated by an orientation teacher who administers a series of evaluative tests in reading, math and vocational interests. They are also interviewed by a counselor and the school nurse.

Any student may also be evaluated by a psychologist and educational evaluator if a learning handicap is indicated. These students are referred to our Resource Room teacher for implementation of the I.E.P.

All students are rostered to one of our nine Vocational and Industrial Arts Shops. (See attached program description.) A school-work coordinator is also available to provide part-time job opportunities.

Our academic department emphasizes basic skill instruction with major concentration on improvement of math and reading.

In addition to our extra-curricular program which offers additional reinforcement of our regular program, we also have a graduation program. This program involves passing of a series of functional literacy assessments in Reading and Math. Upon satisfactory completion of these tests and meeting our school criteria in attendance and behavior, students are awarded a senior high school diploma issued by the high school where the student would normally attend.

Another important feature of our program is the counseling program. Our counselors are very much involved in dealing with mental health agencies, the court system, for those students who are on probation with the Juvenile Courts, dealing with many inter-personal problems presented by students and families.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Our major goal is to restore our students to a regular school program. Our entire staff is involved with evaluating a student in terms of readiness for return to a normal setting. The criteria for this process is: good attendance, passing marks in all subjects and satisfactory social and emotional adjustment.

We also attempt to determine with cooperation of the student and parent the best possible placement in our school district. This is exceedingly important because the restoration to the same school where the student experienced difficulty and ultimately suspension is not feasible or practicable.

As indicated previously, students who complete the 12th grade requirements for diplomas may graduate.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

Staff stability and a small teacher pupil ratio are extremely important features of our program. Our pupil-teacher ratio is 1-15 and as a result the relationship between students and teachers is unusually close. Another extremely important asset is our vocational and industrial arts program which provides therapy, tactile and kinesthetic experiences as well as pride in the ability to construct and produce a variety of projects in a setting related to the world of work.

In addition, our physical and health education program is very attractive to our students because it features both inter-mural and intra-mural sports on a seasonal basis. Thus we are involved in softball, track, basketball and on a limited basis is included.

Our program is highly structured because of the environmental deficits so characteristic of the backgrounds of the majority of our students.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

In one sense the extent to which we have established rapport and a well controlled school program with a group of students who have created serious disciplinary problems in their regular placements must be regarded as a measure of effectiveness.

We have an on-going evaluation of our graduation program in which the graduates of each class respond in a survey questionnaire to various aspects of their school experience. The results of this survey are highly positive and indicate that our students appreciate our efforts.

Our work experience program, despite many frustrations and problems for our job coordinator, has been very successful and we have established close ties with employers. Our earnings in both the private and public sector have increased substantially and it is an effective program for many of our students in that it is evidence that many of our students can be productive citizens.

Finally, many of our students come in to see us after graduation and while we do not document their reactions, the fact that they come in, often as mature adults, gives a feeling that we have done something positive in restructuring their lives.

DANIEL BOONE SECONDARY R.D. SCHOOL
Hancock and Wildey Streets
Philadelphia, Pa. 19123

Daniel Boone School - Thumbnail Sketch

I. Shop Selection

A. Vocational - Auto, Shoe Repair, Restaurant Practice, Business, Workshop, Commercial Art, Graphic Arts, Tailoring and Valet Shop.

B. Industrial Arts - Ceramics, Wood and Art

II. Academic Offerings

A. Language Arts

B. Social Studies

C. Science - General and Biological Sciences

D. Mathematics - General, Shop and Senior High thru Algebra

E. Mini Cycle - Science, Language Arts and Music

III. Additional Services

A. Instructional Materials Center

B. Job Coordinator

C. Counseling and Guidance Services

D. Health Services

E. Orientation - Placement and Evaluation of New Students

IV. Enrichment

A. Afternoon Intramural Athletic Program

B. Tutorial Program in Reading Aides and Reading Teacher

C. Leather Craft Hobby Shop

David Rosoff
Principal

PROGRAM TITLE: Pittston Area Alternative Learning Program

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Pittston Area School District

5 Stout Street

Pittston, PA 18640

COORDINATOR OR CONTACT PERSON:

Mr. Frank Serino, Ass't Principal

Martin L. Mattei Jr. High School

TELEPHONE: (717) 654-2191

TYPE OF PROGRAM (one or two line descriptor)

Alternative Learning Program

TYPE OF DISTRICT: Urban
(Rural, urban, etc.)

GRADES INVOLVED: 7th, 8th and 9th

NUMBER OF STUDENTS:
IN DISTRICT: 4,468
IN PROGRAM: 24

PROGRAM LOCATION:

M.L.Mattei Jr. High School, New Street, Pittston, PA 18640

HOURS OF OPERATION: 8:00 a.m. TO 2:50 p.m.
(TIME - DAYS OF WEEK) Monday through Friday

FUNDING SOURCE(S): State
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

The characteristics common to all students in the program is an inability to function within the regular school setting. All of the students have also expressed an interest in and commitment to the program. In identifying potential program members, the school is looking for students who possess some, but not necessarily all of the following characteristics: (a) those who have had a long standing problem in the educational program, (b) those for whom existing programs/services have been tried but have not been successful, (c) those who experience difficulty in coping with the structured school setting including authority and attendance, (d) those who have the ability to learn, but have not been successful in their attempts to do so, and (e) those whose academic and social profile point to possible serious problems at a later date.

The educational records of these students almost always indicate excessive absenteeism or truancy, underachievement and generally disruptive behavior, including antisocial acts and disregard for authority. This pattern is typical of the dropout and most of these students have already mentally withdrawn from the educational program of the school.

HOW DO STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Mainstreaming of students may occur in a variety of ways. If deemed advisable by the Alternative Education staff, a student may be placed back into the general school population one or more classes at a time. This will give him a chance to indicate how he can handle the conventional classroom while still under the influence of the Alternative Education Program.

Once a student has been reentered into the total school program, he will be subject to follow-up by the Alternative Education staff. These checks will occur as follows: 1. Weekly for the first month, 2. Monthly for the remainder of the school year.

1. Behavior Modification
   a. Show improvement in Piers-Harris Self-Concept Test.
   b. Reduction in delinquent behavior both within and out of the school environment.
   c. Good attendance record.
   d. Student must make a legitimate effort toward improvement in both academic and physical areas.

2. Academic
   a. Should indicate some progress in each academic area (Reading, English, Math) based on pre and post evaluation.
   b. Should indicate attitude change toward general class environment and responsibilities.

3. Physical
   a. Should show improvement in appearance and stature.
   b. Should show improvement in general physical abilities based on Alternative Education physical education program.

The most important factor in determining when a student is to be mainstreamed must lie in the area of behavior modification. The student will be mainstreamed when he demonstrates a positive change in over all behavior.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

In-service training in the areas of reading, stress activities and group and individual counseling. There is a close working relationship among all the staff, Juvenile Probation Office, Children Service Center, the Bridge, Family Services and the United Services Agency. There is a great deal of parental contact and involvement with the program. Small group instruction, high interest reading material, a pertinent Life Skills program and a practical everyday math program are a key to student motivation. Group and individualized counseling are utilized to facilitate and strengthen positive behavioral changes.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

I. Major Project Objectives
   1. Lower rate of absenteeism
   2. Decrease the number of dropouts
   3. Build students' self-esteem
   4. Create a positive attitude toward school and learning
   5. Remediate deficiencies in basic skill areas
   6. Decrease the instances of disruptive behavior in school
   7. Provide for a Parents' Effectiveness Training Program
   8. Mainstream students into the regular school program
   9. Reduce anti-social behavior
   10. Develop career goals through individual and group counseling
   (The program will service a maximum of thirty (30) students at one time with a potential to serve ninety (90) to one hundred, twenty (120) in a one year period)

II. Major Planned Activities
   1. A cooperative effort between school and the civil authorities in developing a program to reduce anti-social behavior
   2. Community involvement and participation
      a. Children Service Centers - direct cooperation
      b. Family Services - direct cooperation
      c. The Bridge - direct cooperation
      d. Drug and Alcohol Services - direct cooperation
      e. Children and Youth Services - direct cooperation
      f. Area Clergy - direct cooperation
      g. Probation Office - direct cooperation
      h. Speakers - From industry, social agencies, civil authorities, professional organizations
   3. Student Counseling - by school professionals, psychologists and case workers from the previous mentioned groups
   4. Pareatal Participation - Regularly scheduled conferences, workshops, and seminars for parents
   5. Community Services - Regularly planned and scheduled volunteer work in the community
   6. Testing Program - Every student will be individually tested in the areas of achievement, personality and psychological when necessary.
   7. Remedial Program - Every student will receive remedial help on an individual basis
   8. Work Study Program - Where possible, students will be integrated into a district Work Study Program
   9. Survival Skills - Counting money, budgeting, job applications, oral and written communications, etc.
   10. Career Awareness - Field observations, counseling, job experience, vocational school attendance
   11. Home Visitations - By program personnel

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM?
(Student follow-up - evaluation procedures)

It is too soon to evaluate the effectiveness of the program because the program began in September, 1980.

PROGRAM TITLE: Reading Advancement Project

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Reading School District

Eighth and Washington Sts.

Reading, Pa. 19607

COORDINATOR OR CONTACT PERSON:

Dorothy Nissenbaum

Project Manager

TELEPHONE: (215) 374-4551, Ext. 460

TYPE OR PROGRAM (one or two line descriptor)

Psycho-educational

TYPE OF DISTRICT: Urban
(Rural, urban, etc.)

GRADES INVOLVED: 7 through 12

PROGRAM LOCATION: Former elementary school
R.A.P.-Millmont School, Carrol and Summit Sts.,
Reading, Pa. 19611

NUMBER OF STUDENTS:
IN DISTRICT: approx. 12,000
IN PROGRAM: approx. 100 yearly

HOURS OF OPERATION: 8:15 TO 3:15
(TIME) DAYS OF WEEK) 5 days-school year

FUNDING SOURCE(S): District
(Local, state, federal funds) E.S.E.A. Title I

ESTIMATED YEARLY OPERATING COSTS: $ _____

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

R.A.P. accepts students for referral who are unable to maintain appropriate behavior in the home school despite all efforts made by the teaching, counseling and administrative staff. Students from Title I schools are given preference for placement in the program. Clearance has been received so that students who meet Title I criteria and are in other than Title I schools, may be served on a space available basis. Students who qualify for Special Education Programs or programs in the mental health system are not considered for placemer in R.A.P.. If, after a differential diagnosis is made, such needs are revealed, an appropriate referral is made.

Considered for acceptance into the program are students who repeatedly disrupt the educational process in the home school. Students characteristics may include: chronic academic problems despite normal intelligence, difficulty controlling aggressive impulses, experimentation with drugs and/or alcohol, a personal or family crisis or lack of socialization skills. Students are usually two or more years below grade level in reading and/ or mathematics achievement.

Though R.A.P. students are experiencing problems, they are not patients---they are learners. R.A.P. may be considered a school in which remedial education and intensive counseling are equally important treatments used to help pupils change their present self-destructive pattern of negotiating adolescence.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

Students with the noted characteristics must be referred by both their counselor and the administrator of the home school, even in cases made as a result of a suspension hearing or a referral from a community agency. Screening for R.A.P. consists of a complete battery of psychological tests, a school history including achievement tests and a social summary. This helps determine the nature of the problem and that it is within the scope of the R.A.P. staff.

The R.A.P. manager reviews the case findings and if necessary gathers additional information. After consultation with the counselor, the administrator and the psychologist; a decision concerning R.A.P. placement or an alternative solution to the problem is made. A prerequisite for R.A.P. inclusion is evidence that the school has exhausted all resources in dealing with the student.

Following the screening evaluation, a pre-intake meeting is held with the pupil and parents. The reasons for referral to R.A.P. are reviewed with them by the R.A.P. Manager. The program is described and the students assigned counselor is introduced if agreement for enrollment is achieved. At this time a decision is made for individual, group or family counseling. The caseworker also gives them an orientation to school rules, transportation and the difference in organization between R.A.P. and the home school.

The R.A.P. emphasis on improving the students interpersonal relationships and capacity for personal responsibility, utilizes an informal and 'caring' environment which is different from the conventional school. Our location away from other schools provides the maximum opportunity for introducing and experimenting with methods that support the students efforts to change. The techniques include; contracting, milieu therapy, baselining inappropriate school behaviors and instituting a behavior modification program with positive reinforcement, tutoring, team teaching and small group teaching.

The R.A.P. curriculum consists of a basic education program. The acquisition of basic skills in reading and mathematics and study skills in all subjects is emphasized. Based on the skills and deficits revealed in intake testing, instructional folders are prepared for each students appropriate skill level in each of the subjects. The level of accuracy of fulfilling the daily assignment objectives serve as a measure of weekly progress. Metropolitan Achievement Tests are used as pre and post-tests, given on intake and termination at R.A.P., to evaluate the students overall progress and the programs effectiveness. Feedback to students is given through regularly scheduled meetings with the staff and caseworkers at which the parents may be present. Written reports of progress are sent to the home and to the home school.

Behavioral change is evaluated by comparing the problems baselined on intake and comparing them to observations baselined by the caseworker at regular intervals. The contract represents another measure of behavioral change. It specifies the goal, the methods, the timeline and the consequences for fulfilling or breaking the contract. The goals for change are selected by the student and approved by the caseworker.

There is ample opportunity for supporting behavioral change. Students receive stroking from peers in group counseling, teachers in class and from their families who learn in counseling to recognize and support small increments of success. Students in good standing at R.A.P. are permitted to participate in athletic and social events at the home school. They may also take courses at the home school that are not available at R.A.P., or Vo-Tech courses may be arranged for high school students.

Students who persist in self-destructive behaviors often are confronted by their peers in group. They may suggest alternatives and insights from their own experience. Peer confrontation is often the turning-point for an otherwise intransigent case. If the unacceptable behavior is dangerous or overly disruptive the student is taken home for the day. There are no long-term suspensions. In rare cases he may be tutored at home for a short period until he/she is ready to try again.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

When the student completes a contract and receives the approval of the majority of the staff, the R.A.P. Manager arranges for return to the home school. A meeting is held with the counselor and the administrator. The students progress at R.A.P. is reviewed and the existing counseling issues are described. In some cases a contract is entered into with the home school. The parents are usually present. It is clearly understood by all involved that the student is expected to conform to the rules of the home school.

The home school counselor and home school teachers are free to use consultation with the R.A.P. staff should the need arise. Home school counselors become especially skilled in scheduling R.A.P. students with teachers who are best able to cope with and meet their needs. The counselors are also ready to refer the student back to R.A.P. in the event that the student can demonstrate the need to the counselor, the administrator and the R.A.P. Manager.

A student may elect to stay at R.A.P. as long as he can delineate goals for continued behavioral change and academic achievement of a significant nature. Promotion to a higher grade level is based on appropriate grade level achievement in the judgement of the teaching staff. This may occur at any time during the school year. Graduation from high school is possible from the R.A.P. school, however, it is earned only in rare circumstances.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

Staff training by a clinical psychologist in all techniques discussed. R.A.P. is used as a field placement for psychology students from Kutztown State College and for social work students from Albright College who receive class credit for their work in the program. The college students as a result of their participation at R.A.P. are able to observe recognized treatment modalities used with adolescents. When there is a staff member qualified to function as a master teacher, student teaching at R.A.P. may occur.

Physical education credit is earned by R.A.P. students via swimming courses and contracted activities. Required Safety courses are taught at the high school. All R.A.P. teachers are certified in their appropriate teaching assignment. Caseworkers have a B.A. in psychology or social work and receive on-the-job training.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Follow-up studies on R.A.P. students are on-going, and have been continued throughout the life of the program. Evaluation consists of monitoring R.A.P. students highest grade achieved, graduation from high school, highest post-high school academic achievement and status in terms of employment or institutional placement. Informally, many students return to visit the program and tell us what the program has meant to them. Information is gathered from school records and contacts made with the students and/or their families.

PROGRAM TITLE: Ridley Alternative School Program

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Ridley School District
1001 Morton Avenue
Folsom, Penna. 19033

COORDINATOR OR CONTACT PERSON:

Dr. Herbert Pless

TELEPHONE: (215 LE 4-1900 Ext. 337

TYPE OR PROGRAM (one or two line descriptor)

Alternative Secondary School Program

TYPE OF DISTRICT: Suburban
(Rural, urban, etc.)

GRADES INVOLVED: 7-12

PROGRAM LOCATION:

Junior and Senior High Schools

NUMBER OF STUDENTS:
IN DISTRICT: 20
IN PROGRAM:

HOURS OF OPERATION: 3 p.m. TO 6:30 p.m.
(TIME - DAYS OF WEEK) Mon. - Thurs.

FUNDING SOURCE(S): Local
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 8,000.00

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Pupils are referred to a selection committee of the Alternative Secondary School Program by the secondary school principals. The Selection Committee is represented by the following: Administrative Assistant for Secondary Education, one principal and one counselor from each secondary school, three district psychologists and the program coordinator.

Proper documentation to support referrals are accumulated by the principal. Such evidence as anecdotal reports, office referrals, attendance records, guidance reports and final teacher reports are presented for review to the selection committee.

After the selection committee has accepted the student for referral to the Alternative Secondary School Program the parent and student are informed in a program placement conference in the principal's office. At such time the parent and/or student have the opportunity to discuss the placement.

This program offers an educational alternative for those secondary pupils who are unable to adjust to the academic requirements and personal responsibilities demanded in the normal educational program. Most pupils accepted into this alternative secondary school have a history of disciplinary problems, truancy, poor self-concept, and ineffective relationship with peers, parents and authority figures. The same behaviors which cause difficulties in the schools also contribute to problems outside of school, and a number of the pupils exhibit pre-delinquent or delinquent behavior.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

There are three components to the curriculum.

Component I: Staff training program to help in preventing and dealing with disruptions:

The "Behavioral Component" of the Ridley Alternative School program builds on the assumption that to achieve success with disruptive students, the program must account for the underlying reasons that disruptive student misbehave to begin with and then must include appropriate strategies to counteract them. These strategies includes techniques which the staff can use to foster better communication in the classroom and to develop more relevant and stimulating learning environments. The Ridley Alternative School builds specifically on the philosophy of William Glasser, author of Schools Without Failure and Reality Therapy in formulating its program.

The staff shall also be trained in the basic techniques of "Reality Therapy" whereby they will be able to respond to students in a nonjudgmental manner and at the same time help students to become responsible for their behavior and to develop constructive plans for achieving success. The use of the "classroom meeting" technique (as developed by Glasser) shall be employed regularly as the vehicle for discussing concerns, solving problems, and establishing plans for positive action on the part of the students.

The behavioral component has two sections. The first deals with specific teacher behaviors and strategies that enable a teacher to deal effectively with classroom disruption at the secondary school level. The second deals with the prevention of classroom disruption through programming and curriculum. The training takes place during the first nine weeks of the regular school program. This provides readiness for the alternative school staff since the student selection and appointment process also takes place during that same period of time. It is hoped that this staff will in turn serve as training leaders for teachers in the regular program thus developing a system that will eventually reduce referrals of disruptive students.

Component II: Student programs to facilitate the selection of realistic career and life goals:

The type of youngster to be served by an alternative school program is generally non-goal oriented, has a low self-concept, and lacks a "battle plan" with which to discover and reach his or her life's career.

Career planning at this stage needs to begin at a very practical level. It must possess short-term goal attainments which, when achieved, give the student a sense of being " a little more prepared" to meet the challenge of the work world. At the same time, it involves illustrating to the child that he/she has worth and working with the child to discover these strengths that reinforce his/her worth. From this point forward, the task becomes one of helping the student coordinate his interests, skills, and abilities with the skills needed to channel these into a career choice.

Based on the previously stated objectives, the following experiences are provided to help aid the youngster in being better prepared to meet the world of work. While the student may not complete the entire program, any of these activities taken singly would benefit the student's vocational growth.

1. Individual Counseling (ongoing).
2. Group Counseling (small group - periodic sessions).
3. Individual Assessment of Interests through the use of an Occupational Interest Inventory.
4. Self-Concept Scale (to assist in individual counseling sessions; will help to set goals).
5. Further exploration and follow-up on interests as per Occupational Interest Inventory through the use of Career Center materials (visual and auditory materials).
6. Instructions and guidance as to the completion of job applications. the social security application, reading and answering want ads, and writing for information.
7. Role-plays of the job interview (after completion of the application).
8. Exploration of values and attitudes through the use of the appropriate CEEB decision-making program. Deals with the decision-making process (individual or small group completion with follow-up discussion).

Component III: Student program to develop academic survival skills.

The main emphasis of this component will be to provide a curriculum of oral and visual communication skills required to satisfy universal work competencies. The following communication survival skills will be treated:

1. Understanding main ideas and making inferences
2. Making judgments and drawing conclusions
3. Understanding how ideas are related
4. Building vocabulary
5. Taking notes and outlining
6. Solving problems
7. Communicating orally
8. Interpreting visual information
9. Listening actively
10. Following directions
11. Understanding forms

In addition, math skills for survival in the real world will be provided. The following skills and applications will be treated:

1. Pricing and advertising
2. Grocery shopping
3. Public transportation
4. Banking and finance
5. Taxes and payroll withholding
6. Budgeting

Finally, this component will provide an integration of the basic communication skills and human understandings into other instructional areas including science, social studies and creative arts.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

The student is enrolled in the Alternative Program for a minimum of twenty "attended" evening sessions. Every pupil remains in the program to a point where he/she can function socially and academically in the regular educational program. Consequently a pupil must be regular in his/her attendance to gain the recommendation of the Alternative School Staff to be returned to the regular school program. Upon receipt of the recommendation of the Alternative School Staff, the selection committee reviews the pupil's entire record to determine if the pupil should be returned to the regular school program. Parental requests for their child's release from the program may be initiated at any time but must be submitted in written form to the selection committee. When the pupil is recommended for release from the program by the selection committee, the Alternative School Program Coordinator meets with the pupil to effect a smooth transition back to the regular school program. An appointment is made with the counselor of the home school to arrange a schedule which is appropriate for the student.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The following elements are felt to be unique to the Ridley Alternative Program:

1. Pre-training for staff in affective education techniques
2. Rotation of the three staff teams with guidance coordination
3. Survival skills stressed
4. Interim period before candidates are identified

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

An intensive follow-up of all students who have returned to the regular education program is conducted by the home school counselor and the home school administrator to determine if, in fact the student is making a good school adjustment. To date, approximately 75% of all students entering the alternative school have returned to the regular program with success. Attendance in the alternative school is above 90% and with few exceptions, disruptive behavior is at a minimum.

PROGRAM TITLE: Operation Plus (Positive Learning Under Supervision)

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Schuylkill Intermediate Unit #29

420 North Centre Street

Pottsville, PA 17901

COORDINATOR OR CONTACT PERSON:

Ralph W. Morgan or

Jon Rednak

TELEPHONE: (717) 622-3350

TYPE OR PROGRAM (one or two line descriptor)

Educational-Social Services Program

(Day Treatment)

TYPE OF DISTRICT: Consortium of 1
(Rural, urban, etc.) school distri

GRADES INVOLVED: 7-12

PROGRAM LOCATION:

St. Francis Orwigsburg

NUMBER OF STUDENTS:
IN DISTRICT: 12,450
IN PROGRAM: 40

HOURS OF OPERATION: 8:30 TO 2:30
(TIME - DAYS OF WEEK) 5

FUNDING SOURCE(S): Local
(Local, state, federal funds) CETA
Title IV-C
Governors Justi
County
Commissione
(Children Service

ESTIMATED YEARLY OPERATING COSTS: $ 240,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Students placed in this program are youth between the ages of 12 and 17 who are unable to maintain appropriate behavior in the home school, despite efforts made by the teaching, counseling, and administrative staff. Students that qualify for special education programs in the mental health system are not considered for placement. Each student is given a psychological exam prior to entry into the program and appropriate referrals are made.

Students considered for acceptance into the program are those who repeatedly disrupt the educational process in the home school. Student characteristics may include: chronic academic problems, despite unusual intelligence, difficulty controlling aggressive impulses, experimentation with drugs and/or alcohol, low self concept, and lack of socialization skills

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

Students are referred to the program by a team of teachers, counselors, and administrators from the home school or by the judge of juvenile court or an administrator from the Office of Children and Youth. An intake screening committee for student selection consists of the program staff. Students are selected for the program after a series of psychological, social, and achievement tests are given to determine the nature of the problem and if the problem can be resolved by the program staff.

The program coordinator, caseworker, and program supervisor gather additional information to determine if the school has exhausted its resources in dealing with the child.

Upon entry into the program, the student and parents are provided an orientation to the program on rules, regulations, transportation, counseling and academics. The program treats the whole child and attempts to resolve conflict in the home environment. The curriculum emphasizes the basic skills in reading, English, mathematics, and science. Activities are planned which include life skills, physical activities, creative arts, and field trips to community resources. A vocational exploration program is part of the curriculum. Students explore six vocational clusters - plumbing, electricity, small-engine repair, drafting and design, masonry, and graphic arts. Individual counseling and group counseling sessions are conducted weekly. Parental contacts are made by program staff at least once a week and sometimes more frequently. There is a heavy emphasis placed on personal and community responsibility. The mode of instruction is varied. Peer-tutoring, individualized instruction, small group discussion and resource teacher tutoring is on-going.

Every student has an individual educational prescription which outlines the goals and/or objectives he or she is to complete within a specified time frame. The results are analyzed and student conferences are conducted to examine the progress of each student. The California Test of Basic Skills is used as a pre - post assessment of overall achievement.

Behavioral change is evaluated by comparing problems on intake and observation by the teachers and caseworkers. A daily assessment is maintained on each student. Progress is evaluated. Students are rewarded for good behavior.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

The tenure of any student in the program ranges from four (4) months to one (1) year. The teaching staff of the regular program is contacted regularly throughout the tenure of any student in the program. Appropriate schedules and course offerings are established for each child being mainstreamed back. Some students are placed in a vocational program at the vocational school or in GED classes operated by the intermediate unit. A coordinator/teacher is assigned to follow-up the progress of the students when they are returned to school. The caseworker or coordinator meets weekly with the regular staff and discusses the progress of each student placed back in the regular program. All students will receive academic credit and be promoted in their regular school program as per recommendation of the Alternative Education staff. Students may receive a high school diploma from their home school or a GED diploma after taking the test.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The unique feature of this program is that the program coordinates the functions of several community agencies to resolve a problem common to all agencies. The function of each agency is clearly defined to operate within the perimeters in which they were established.

Another unique feature is that regular school teachers from home schools are very involved in acting as resource teachers, tutors, and big brothers to children in the program.

A teacher/coordinator links functions of the alternative program with the regular district program and conducts intensive follow-up and liaison with teachers in each district.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

We have been in operation about two months and have been successfully mainstreaming one boy back to his home school two-days a week. Intensive follow-up on this boy is on-going. A team of teachers at his home school assist with the follow-up.

Students in the program have exhibited good behavior. There have been very few incidents of acting out in this short period.

Academic progress is very good at this time.

ALTERNATIVE PROGRAM FORMAT FORM

Please place all of your information on this form or in a similar format on other paper.

PROGRAM TITLE: Achievement Center East (ACE)

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Scranton City School District

425 N. Washington Avenue

Scranton, PA 18503

COORDINATOR OR CONTACT PERSON:

Ms. Carol A. Weiss, Project Director

c/o East Intermediate School
528 Quincy Avenue, Scranton, PA 18510

TELEPHONE: (717) 347-1808

TYPE OR PROGRAM (one or two line descriptor)

Aimed at adapting in-school behavior of chronic school failures through success oriented experiences

TYPE OF DISTRICT: Urban
(Rural, urban, etc.)

GRADES INVOLVED: 6, 7, 8

NUMBER OF STUDENTS:
IN DISTRICT: 11,500
IN PROGRAM: 27

PROGRAM LOCATION:

East Scranton Intermediate School

HOURS OF OPERATION: 8:45 am TO 3:30 pm
(TIME - DAYS OF WEEK) Monday - Friday

FUNDING SOURCE(S): Local district
(Local, state, federal funds) Title IV-C (Fed.)

ESTIMATED YEARLY OPERATING COSTS: $ Teacher salary, aide salary plus $5,000 intended for support services and supplies

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Students involved in ACE are chronic school failures. Their failure is exhibited through academic difficulties, school refusals, chronic absenteeism, maladaptive in-class behaviors, etc.

Students are not placed into ACE until all the other specialized services of the district have been tried, namely: in-house scheduling changes, counselor interviews, academic assistance, testing services (if indicated), etc. When all other possible strategies have been attempted, the student becomes a candidate for ACE.

As soon as the student receives two referrals from staff members, his/her name is placed on the agenda of the Child Study Team, a group that meets at a regularly scheduled time once a month. The Team, comprised of the alternative education teacher, principal, social work intern and school guidance counselor, reviews the student's file to determine whether the alternate school placement would be best for him/her. Assuming that the team is in agreement, the parents are contacted and necessary scheduling changes are accomplished to allow the student to begin his/her new program.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

PROGRAM DESCRIPTION - ACE is designed to provide a success oriented school experience for students who have experienced a high degree of school failure. Its ultimate goal is to reach the "turned off" student before he/she becomes a drop-out statistic. The philosophical bases for ACE rest in the writings of Dr. William Glasser and other humanistically oriented educational theorists.

CURRICULUM - ACE provides a highly individualized curriculum that concentrates on providing necessary remediation in basic skills so as to guarantee an acceptable level of literacy. Additionally, survival skills are also included in the program. Students are exposed to a curriculum that is relevant to real life needs; realistic assessment of student capabilities and goals provides the impetus for curriculum planning. Great emphasis is placed on student interaction with community resources. Field trips and visiting community members provide a tangible link for the ACE student between school and the outside world.

OBJECTIVES - ACE aims to modify the in-school behavior of its students so that they can return to a regular classroom. It also attempts to find an area of academic endeavor that will appeal to the student; by providing the students with a positive experience, it is hoped that an attitudinal change toward the entire educational process might be affected.

Through the utilization of social work interns from a neighboring college's graduate school, as well as classroom dialogues, some affective education is presented to the students. Generally, this affective education takes the form of values clarification or problem solving strategies.

ASSESSMENT PROCEDURES - Students are given quarterly report cards with numerical grades for basic skills and letter (alpha) grades for affective development. Accompanying the report card is a narrative completed by each professional staff member with whom the student comes into contact on a regular basis. Quarterly home visits are made by the program's social worker. Semi-annual dinner meetings are held for the purpose of providing a forum for parents to visit with program personnel. Continuous telephone contact is maintained by both the program teacher and aide.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

When the ACE teacher feels that a student has made sufficient progress to necessitate a return to a regular schedule, the student's case is reviewed by the Child Study Team previously described. The student's return to a regular program is contingent upon that group's recommendation.

ACE students who have moved out of the building into the senior high school have experienced no difficulty in readjusting to a more traditional placement.

Due to the age level of the youngsters involved in the program, there are no provisions for graduation requirements.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The social work component of the ACE program is one of its most unique factors. Having a social worker whose only responsibility is maintaining contact with ACE students and their families is a real help in attempting to correct maladaptive school behaviors.

Behavioral change technique, based on sound internalized philosophy rather than extrinsic reward systems, is a successful facet of the program. Flexibility in scheduling and curriculum planning is another real plus for the ACE program. Relevance and responsible use of school time are the program's watchwords. While the alternate school is very different from the rest of the building in which it is housed, students are fully aware that it is not a playground or a place to rest. . .the ACE program is not a holding pen for difficult students. It is a viable effort to help these students recognize their own personal responsibility for life goals and to help them acquire the rudimentary skills necessary for survival in today's world.

Mainstreaming students into non-failure subjects like art and music for a portion of the day, as well as keeping them in regularly scheduled physical education and health classes gives the students a high degree of visibility. They are openly accepted by the rest of the school population and suffer no detrimental effects from being involved in the

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student program, follow-up - evaluation procedures)

An independently collected review of the ACE program showed that great strides had been made in student attendance and progress. Average gains in reading scores were 2.3 years; average gains in math scores were 1.1 years. . . these gains were accomplished in an eight-month period. Attendance figures for ACE students were paralleling the district's rate of 97% by the program's end last year. Students mainstreamed back into regular schedules or transferred into other school systems appear to be having little if any difficulty now. School suspensions dropped dramatically due to the existence of the ACE program. Based on the Piers-Harris Self-Concept Inventory, appreciable gains in self-image and perception were made by the ACE students. General community support for the program has been noted by local media.

PROGRAM TITLE: Temporary Alternative Education

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Southwest Butler County School Dist.

R.D. # 2

Harmony, Pennsylvania 16037

COORDINATOR OR CONTACT PERSON:

Donald E. Matchett

TELEPHONE: (412) 452-6040 ext. 45

TYPE OR PROGRAM (one or two line descriptor)

In-School Suspension

TYPE OF DISTRICT: Rural
(Rural, urban, etc.)

GRADES INVOLVED: 7th - 12th

PROGRAM LOCATION:

Mobile Home beside High School

NUMBER OF STUDENTS:
IN DISTRICT: 5500
IN PROGRAM: approx. 250 students during a school year.

HOURS OF OPERATION: 8:00a.m. TO 3:00 p.m.
(TIME - DAYS OF WEEK) 5 days per week

FUNDING SOURCE(S): Local
(Local, state. federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 20,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

This program is basically designed to deal with behavioral problem students. Students are assigned for a variety of reasons; example: smoking, truancy, class cutting, class disruptions, etc. Students are assigned from one to ten days depending on the severity of the offense.

Students are assigned In-School Suspension by the secondary school administration.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

When students are assigned to the In-School Suspension facility, they are given a set of rules to read. These rules are attached. After the student has read and discussed the rules with the teacher in charge, they are asked to sign them. The student is then assigned a seat and given a short diagnostic reading test. This test is used to determine each student's approximate reading level. When students are assigned In-School Suspension, they are provided with their class assignments and tests and are given the necessary help needed to understand and complete them. When the students finish their class assignments, they are given appropriate reading level material to use. Students must be doing constructive academic work at all times.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

When a student completes his or her assigned In-School Suspension time and hasn't broken any rules, they are permitted to return to class. If a student breaks a rule, an extra day of In-School Suspension must be served for each rule broken. When this time is served, the student is permitted to return to class. If a student has caused a classroom disturbance, in addition to the above, they must make arrangements with the classroom teacher to be readmitted to class before they can return to school.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

We believe this program to be in the best interest of our students because it enables us to isolate behavioral problem students from our school and at the same time provide them with an opportunity to keep up with their academic studies.

Mr. Donald Matchett, the teacher in charge of this program, has 17 years teaching experience and is certified in Elementary Education, Comprehensive Social Studies - Secondary and Remedial Reading.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

In regard to the students assigned In-School Suspension, 75% never return. The 25% that do return do so usually for smoking or skipping after school detention.

The administration feels the In-School Suspension program is accepted by the parents in our district and is a form of discipline our students want to avoid.

In-School Suspension Rules

In addition to the rules listed in the student handbook, students assigned in-school suspension are responsible for knowing and obeying the following rules:

1. You must be in the room and seated by 8:00 (8:05 for high school students).
2. You must bring all your textbooks to class with work to do. Assignments will also be sent to you by your classroom teachers.
3. You are not permitted to talk or communicate without permission from Mr. Matchett.
4. You are not permitted out of your seat without permission from Mr. Matchett.
5. You are not permitted to sleep in class, you must do class work at all times. It is your responsibility to ask for work when you need some.
6. You are not permitted to read novels or magazines, only books assigned by your teachers. (Novels assigned in leisure reading class are permitted.)
7. You are not permitted to chew gum or eat candy during in-school suspension.
8. You are not permitted in the junior or senior high school before or after school during the days you are assigned in-school suspension. (Exception would be to attend detention or the smoking class.)
9. You are not permitted to attend or participate in any school activities during the days you are assigned in-school suspension.
10. You will be given an extra day of in-school suspension for each rule you break.

I have read and understand the in-school suspension rules.

Signed _____

Date _____

PROGRAM TITLE: Saturday Alternative Education Program

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Saucon Valley School District

1050 Main Street

Hellertown, PA 18055

COORDINATOR OR CONTACT PERSON:

Dr. David A. Keifer

Assistant Superintendent

TELEPHONE: (215) 838-7026

TYPE OF PROGRAM (one or two line descriptor)

Alternative to suspension or detention

TYPE OF DISTRICT: Suburban
(Rural, urban, etc.)

GRADES INVOLVED: 4 - 12

PROGRAM LOCATION:

Senior High School Library

NUMBER OF STUDENTS:
IN DISTRICT: 2150
IN PROGRAM: 3 - 15

HOURS OF OPERATION: 8 A.M. TO 12 Noon
(TIME - DAYS OF WEEK) Saturdays

FUNDING SOURCE(S): Local
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 1,155.00

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Students who are major and/or chronic offenders of school rules and regulations are assigned to the program for a period of from one to four hours, by a school administrator.

The most common reasons for assignment to the program are smoking, truancy, leaving the school building without permission, tardiness, behavior problems, failure to complete class assignments and excessive absence from school.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

The major purpose of the Saturday session is to keep all students in the regular school environment, while utilizing a disciplinary technique to discourage infractions of school rules and regulations.

The completion of school assignments and/or leisure reading is required of all students. All resources of the school library are available for use.

An enrollment maximum of fifteen students is set for any one session, with supervision provided by one professional staff member. The supervising teacher's responsibilities include providing both tutorial assistance and individual counseling to the maximum extent possible.

Transportation is not provided by the school district and students who are employed on Saturday mornings are not excused from the program.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Upon completion of the number of hours assigned to the program

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

1. It is relatively inexpensive to operate and easy to administer.
2. To a large extent, it replaces suspension, which too often is viewed as "vacation" time by students.
3. Quite often, the students who are assigned to the program are in great need of the tutorial assistance which is provided.
4. With the proper professional counseling, undesirable student behavior is reduced upon return to the regular school setting.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Throughout the life of the program, district-wide rates of detention and suspension have been reduced. In addition, the number of program repeaters is quite low, as students view attending Saturday morning class as less than desirable.

Parent support is evident because assignment to Saturday class is preferable to suspension.

Finally, district administrators find that the Saturday session provides them with a viable alternative to suspension or detention.

PROGRAM TITLE: Reassignment Center

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Titusville Area School District

221 North Washington Street

Titusville, Pennsylvania 16354

COORDINATOR OR CONTACT PERSON:

Jack J. Dile, Principal

Titusville Senior High School

TELEPHONE: (814) 827-9687

TYPE OR PROGRAM (one or two line descriptor)

For disruptive students in Junior-Senior High School.

TYPE OF DISTRICT: Combination urban and rural
(Rural, urban, etc.)

GRADES INVOLVED: 7-12

PROGRAM LOCATION:

One room in Junior High School

NUMBER OF STUDENTS:
IN DISTRICT: 1700
IN PROGRAM: Variable

HOURS OF OPERATION: 8:15 A.M. TO 3:07 P.M.
(TIME - DAYS OF WEEK) Monday thru Friday

FUNDING SOURCE(S): Local
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 14,000 est.

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Our program is designed for students who cannot function within the rules and regulations adopted by the Board of Education and printed in the parent-student handbook. The primary purpose of the program is discipline. Reassignment is the final disciplinary step taken to help a student continue his education in school.

Students that fail to function within the guidelines listed in the parent-student handbook are referred to the school office. In dealing with the student the administrator follows the "Penalty Guideposts for School Misconduct," which are also printed in the parent-student handbook. The student is solely responsible for his placement in the Reassignment Center.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

In order to achieve its purpose of strict discipline, the student upon entering the Reassignment Center is given a set of written regulations that are strictly enforced. The student must carefully read the regulations and sign his name thereby agreeing to abide by them. Failure to comply with the regulations lengthens the student's reassignment period, whereas, exceptionally good behavuior will also shorten the time.

All the students class work for each class is sent to the center for the student to do in their assigned seats. Students are taken to a restroom twice each day. Students must bring their lunches from home. They also eat lunch in their assigned seats.

The most notable feature of the Reassignment Center is its absolute silence.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Students are sent to the Reassignment Center for a specified number of days. As mentioned previously, days may be added or subtracted, depending on behavior. In addition, a student will stay additional time if his work is not completed.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The center is staffed by one full-time instructor and ten student aides. Being located in the main building, the center is available to all instructors if a problem arises with one of their assignments.

The Reassignment Center is not a pleasant place to spend a school day nor is it meant to be. We believe that it helps some students realize that there are responsibilities they must assume as part of their education.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

We have only our convictions:

a. We have saved some drop-outs.
b. By not suspending students, they have been able to do school work satisfactorily.
c. We have been able to remove certain students that were trouble makers. (We tried forever and never succeeded with certain students.)

PROGRAM TITLE: Alternative Classroom Program for James Buchanan Middle School

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Tuscarora School District

P.O. Box 149

Mercersburg, PA 17236

COORDINATOR OR CONTACT PERSON:

Harold E. Yeager

TELEPHONE: (717) 328-5221

TYPE OR PROGRAM (one or two line descriptor)

Self-contained classroom situation with much structure

TYPE OF DISTRICT: Rural
(Rural, urban, etc.)

GRADES INVOLVED: 6-7-8

PROGRAM LOCATION:

James Buchanan Middle School

NUMBER OF STUDENTS:
IN DISTRICT: 3600
IN PROGRAM: 12

HOURS OF OPERATION: 7:30 a.m. TO 3:10 p.m.
(TIME - DAYS OF WEEK) M - T - W - Th - Fr

FUNDING SOURCE(S): Federal Funds Through CETA and some local
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 12,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Students are placed in this room after a round of conferences with their teachers. The Middle School guidance counselor, principal, and deans make the final recommendation. Students are referred on the basis of academic deficiency which contributes to discipline problems.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

The program is a self-contained classroom setting which is very structured. The program was written to accommodate a maximum of twelve (12) students, but we have found more satisfactory results from keeping the number smaller (6-8). The program is staffed with a certificated teacher and one teacher's aide. The regular classroom teachers feed homework, tests, etc. to the alternative classroom via the teacher's aide so that students do not get behind in academic studies.

The goals of the program is to modify the students academic study habits and classroom behavior habits to a point where these are more acceptable to school standards. The program's intention is also to give a more individualized aid to these students.

The Alternative Classroom teacher meets regularly with classroom teachers to report on referred student's progress. A daily check list of student behaviors becomes the basis for a judgement as to the advisability of re-admitting a student to regular classes. Alternative classroom students then have three conferences at completion of their alternative classroom assignment, one with alternative classroom staff, one with the guidance counselor, and one with the principal.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Daily behavorial check lists are maintained on each student. After a ten (10) day assignment to Alternative Classroom, a student is eligible to return to regular classes, if the Alternative classroom teacher re-commends the same. At this time the student goes through a number of conferences.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

A parent notification program whereby parents have a conference prior to a student's admittance to the program, followed by written notification has been a great asset. Also the regular counseling sessions and ending conferences have helped. The individualized help has been very beneficial to many of our students. Continued communication between Alternative Classroom personal and regular classroom teachers has helped also.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

Our evaluation has been on a subjective basis, but has involved follow-up sessions with the guidance counselor and student. It also involves continuous feed back from regular classroom teachers and parents.

PROGRAM TITLE: Alternative Evening School

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Upper Merion Area

Crossfield Road

King of Prussia, Pa. 19406

COORDINATOR OR CONTACT PERSON:

Francis X. Luther

Dir. of Secondary Education

TELEPHONE: (215) 337-6033

TYPE OF DISTRICT: Suburban
(Rural, urban, etc.)

TYPE OR PROGRAM (one or two line descriptor)

GRADES INVOLVED: 8-12

NUMBER OF STUDENTS:
IN DISTRICT: 4,000
IN PROGRAM: *

PROGRAM LOCATION:

HOURS OF OPERATION: _____ TO _____
(TIME - DAYS OF WEEK) _____

FUNDING SOURCE(S): Local
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 6,000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

See Attached.

*The program begins as the need arises; this year, our plan is to begin on or about January 28, the beginning of the second semester.

Alternative Evening Program

Background: The alternative evening program is intended to provide instruction for students aged fourteen and older who have been identified as attendance problems, potential drop-outs, or disruptive and ummotivated. Such a program will establish an atmosphere in the four major subject areas to provide individual instruction and an indeptendent student approach so that the student can achieve a level of work not possible during the regular school day. At all times, the student will be encouraged to return to the regular school program to complete his/her high school education. Credit will be given for work completed in the alternative program.

All recommendations for admission to this program will be made through a child study team consisting of teacher, counselors, and administrators. The team will review each case separately and make recommendations based on the individual merits of the case.

It should be understood that this is an alternative program which provides an opportunity for a student to obtain a formal education. Furthermore, students may be dropped from the program for irregular attendance, consistent failure to attempt school work, disruptive behavior, or repeated violations of rules and regulations. At the same time, once a student's performance is reviewed and he/she has progressed, a recommendation may be made to have the student return to regular classes. Certified instructors will be required for each of the four courses: English, Social Studies, Science, and Mathematics. The alternative program would operate three hours per night per week. The schedule will be:

Monday:	6:00 to 7:25	- English
	7:30 to 9:00	- Social Studies
Tuesday:	6:00 to 7:25	- Math
	7:30 to 9:00	- Science
Wednesday:	6:00 to 7:25	- English
	7:30 to 9:00	- Social Studies
Thursday:	6:00 to 7:25	- Math
	7:30 to 9:00	- Science

To meet the mandated time requirements, each student would be expected to complete two hours of independent study work in addition to the three hours of formal class instruction. Full credit in each subject must be earned.

Students referred to the alternative program(level four opt. n)will not be eligible to participate in any extra-curricular activities while assigned to the alternative program.

Personnel: To offer an effective instructional program, a need for four subject teachers exists. Each teacher must be certified in one of the following areas: English, Math, Science, or Social Studies. A fifth person will serve as director/counselor; responsibilities will include home contacts and contacts with regular school personnel.

Cost: The hourly rate paid to each teacher will be based on the amount paid to certified adult education teachers. At $12.00 per hour, one evening session would cost $36.00. The total cost for four teachers for thirty-six week period would be $5,184.00.

PROGRAM TITLE: Alternate School program

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Wallingford-Swarthmore
School District

COORDINATOR OR CONTACT PERSON:

Edward Lichtenstein

TELEPHONE: (215 L06-9000 x 223

TYPE OR PROGRAM (one or two line descriptor)

Alternate program of choice for
all levels of students.

TYPE OF DISTRICT: suburban
(Rural, urban, etc.)

GRADES INVOLVED: 10 - 12

PROGRAM LOCATION:
Nether Providence Middle School
Wallingford, PA 19086

NUMBER OF STUDENTS:
IN DISTRICT: 3500
IN PROGRAM: 33

HOURS OF OPERATION: 8:00 TO 2:30
(TIME - DAYS OF WEEK) Mon - Fri

FUNDING SOURCE(S): local and state
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics) Students refer themselves to the Alternate School Program on either their own initiative or at the suggestion of a counselor, teacher or administrator. They are required to visit the program and then have a peer group interview. The interview is the primary determining factor for admission. Once admitted a student has a fifteen day probation period. All students must reapply for admission the succeeding year.

Students in the program represent all ability and need levels. Their common denominator is a disaffection or alienation from a traditional high school setting and generally accompanying disciplinary and/or academic problems.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

The Alternate School Program is located in a self-contained wing of the District's middle school, allowing for complete internal self-regulation. Students create their own disciplinary and academic codes. They must, however, satisfy the graduation requirements of the high school they would normally be attending.

Academic work is accomplished in a variety of ways. 1) regularly scheduled classes. 2) independant study. 3) guided research. 4) cooperative education. 5) field career education 6) self-study authenticated by either one of the staff members or an approved outside instructor. Field and camping trips are periodically undertaken.

Each week, students, in peer groups of no more than seven students, prepare individual objectives for the following week. In each session they determine how well they did on the previous week's objectives and why or why not they were accomplished. Then their peer group offers suggestions for the next week. The suggestions may be for specific goals or ways of achieving them.

Four times a year a more formal evaluation process occurs. A longer self-evaluation is prepared and a separate peer group evaluation completed. The student then meets with the staff to receive their evaluation in both oral and written form.

By the end of the year each student in the program should realize that he/she is the only source of a solutions for his/her problem and that people or forces outside themselves cannot be blamed or credited for the success or failure that has been achieved.

Alternate School Program - Wallingford-Swarthmore

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

After completion of the probation period a student may leave the program by choosing to return to their base school or by graduating.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

The Program's uniqueness originates in the individual students and the mixture of the whole they create. The constant is the inherent flexibility to adapt to the group's needs while focusing on individual concerns. Needs and the strategies to meet them change as both new students and staff come to the program. However, each year meeting individual student's needs remains the guiding principle of the program's organization and activities.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

An extensive evaluation was done in 1979-80 of all alumni. Results indicate a significant number of people who graduated who would not have finished school without the ASP. They also indicate a great deal of alumni satisfaction with their ASP experience and the feeling that it helped to prepare them for their life after high school.

PROGRAM TITLE: Remedial Alternative
Dropout Prevention

SCHOOL DISTRICT OR INTERMEDIATE UNIT
Williams Valley School District
Route 209
Tower City, Penna. 17980

COORDINATOR OR CONTACT PERSON:
David E. Michael

TELEPHONE: (717)647-2167

TYPE OR PROGRAM (one or two line descriptor)
Dropout Prevention Through
Remedial Learning

TYPE OF DISTRICT: Rural
(Rural, urban, etc.)

GRADES INVOLVED: 7 - 12

PROGRAM LOCATION:
Williams Valley Jr. - Sr. High School

NUMBER OF STUDENTS:
IN DISTRICT: 1600
IN PROGRAM:

HOURS OF OPERATION: 8:00 TO 3:00
(TIME - DAYS OF WEEK) Daily

FUNDING SOURCE(S): Federal
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 35000

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

Students are referred to the Guidance office by teachers who feel that a student may "sincerely" benefit by such a program. The teacher's referral is based on academic achievement and attitudes of the student towards school and himself. Hopefully we will get the potential drop out candidates in the program since that is the major criteria for admission to the program. Permission slips from the parents of the children are also required.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

Once a student enters into the program, he is given the comprehensive test of basic skills. This test will determine an approximate grade level of the student for ten basic skill areas. (English, math, social studies, science). The student also receives the Piers-Harris self concept test which measures attitudinal (self) ideas. Students also receive the Kuder Aptitude test which measures interest levels of various areas for career selection purposes. The major goal of the program is dropout prevention. It is also the main objective (to keep the student in school). The theme of the program is one of creating career awareness and how it feels to achieve success.

After all testing is completed and the level of ability is found, individualized instruction (as much as possible) takes place. Each student works at his own rate and is constantly receiving help from the instructors. The students in the program will receive basic skill instruction in reading, computation, communication, and citizenship. He will receive instructions in survival skill areas (banking, applications, interviews, etc.) He will attend field trips and listen to local and foreign speakers. It is to be a remedial type program to allow success but a valuable and meaningful one to allow "survival."

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

Mainstreaming of students takes place if the instructors (after evaluative procedures and conferences with guidance staff) feels that the particular student can once again cope with the regular classroom situations after academic growth and social growth occurs. While in the program, and while receiving alternative instruction, the student is given an alternative grade on his report card. However, a student is given his regular subject grade if he does the work and takes the same tests as he would be given in the regular class. The latter makes mainstreaming an easier situation

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

Both instructors seem blessed with strengths for this program. One has had Guidance experience along with dual certification. The other staff member instructing in the program has had previous experience in other federal programs. Both instructors are enrolled in a course (PATL - Positive attitudes toward learning) which helps with the type of students involved in the program. Jobs for students, field trips, speakers, and academic success add to basic teaching strategies already utilized in most teaching situations.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

We have a number of classes with few students. This provides for closer teacher-student relationships than a regular program. Thus person to person evaluation at any time is possible. We will also have periodic written progress reports. At the end of the year we will post test each student with the standardized test (CTBS) used for pretesting, comparing results and hoping for improvement.

PROGRAM TITLE: Consortium Alternative Program

(Hatboro-Horsham, Upper Dublin, Wissahickon)

SCHOOL DISTRICT OR INTERMEDIATE UNIT

Wissahickon School District

Houston Road

Ambler, Pennsylvania 19002

COORDINATOR OR CONTACT PERSON:

Dr. Margaret A. Smith

Assistant Superintendent

TELEPHONE: (215) 646-9300 Ext. 202

TYPE OR PROGRAM (one or two line descriptor)

A highly structured individualized remedial program with supportive services for youth who have failed to adjust to regular school programs.

TYPE OF DISTRICT: Suburban
(Rural, urban, etc.)

GRADES INVOLVED: 9, 10, 11, 12

PROGRAM LOCATION:

Wissahickon High Schook, I Hall

NUMBER OF STUDENTS:
IN DISTRICT: 3,480
IN PROGRAM: 15

HOURS OF OPERATION: 10:00 A.M TO 2:00 P.M.
(TIME - DAYS OF WEEK) 5 days a week

FUNDING SOURCE(S): District
(Local, state, federal funds)

ESTIMATED YEARLY OPERATING COSTS: $ 21,400.00

WHAT TYPE OF STUDENTS ARE PLACED IN THE PROGRAM? (Admission criteria - student characteristics)

The student target population is composed of youngsters who have failed to adjust to the ongoing regular and special educational programs and alternatives the school now offers.

Criteria and guidelines for selection

1. Academic performance problems
2. School and class attendance problems
3. Parent involvement
4. Psychological testing and recommendations
5. Frequency and severity of behavior problems
6. Police and community involvement

Procedures for admittance

1. Referrals are through the principal or disignee.
2. Procedures initiated by the principal or designee.
3. Conference with the administrator, counselor, parent and student.
4. Conference with the alternative program staff and the referring school administrator and counselor.

WHAT HAPPENS TO THE STUDENTS WHILE THEY ARE IN THE PROGRAM? (Program description - curriculum - objectives - assessment procedures)

The purpose of the Consortium Program is to provide a highly structured, individualized, remedial and supportive services program to youth who have not been successful in the existing school programs.

The philosophy of the program is to change individual attitudes and increase motivation for personal and career success. For the unsuccessful youth in our schools, there is a very great need for an understanding and assessing of their behavior. These acts interfere with learning and make most difficult the true measure of abilities and potentials. An alternative program can effect positive change within these youth.

The objectives of the program are:

1. To develop respect and a positive self-image within the student.
2. To develop socially acceptable behavior patterns by the student.
3. To develop student mastery of the basic skills of Language Arts/Reading and Mathematics
4. To develop an acceptable school attendance pattern by the student.
5. To develop respect for authority (parental, school, society) and to have the student respond appropriately to authority figures.
6. To provide the student with intensive type of supportive supervision and counseling.
7. To provide a liaison with the students, their parents, the School District personnel and other appropriate community services.
8. To return the student to the regular education program when he has demonstrated the ability to succeed.

The Program is as Follows:

A. Four hours per day (10 a.m. - 2 p.m., 10:30 a.m. - 2:30 P.M.). Flexibility in time is needed to minimize transportation problems.

B. Instruction is provided in Language Arts and Mathematics.

C. Physical Education requirements are met on a personalized contract basis.

D. Counseling services and group sessions are provided.

E. Mainstreaming in appropriate regular classes at WHS be done within the program time upon demonstration by the student of successful performance.

Letter grades are assigned for the program, but not for the classes into which students are mainstreamed (due to the short length of time). The credit structure will be five credits a year. The requirements for the regular home school program will be waived as appropriate on an individual basis.

HOW DO THE STUDENTS GET OUT OF THE PROGRAM? (Required behavioral changes - transition to regular class - promotion - graduation)

The objective is to return the individual to a regular educational program at the home school. When the staff team determines that the student has been successful in the alternative program and in the mainstreaming into appropriate regular education classes, a recommendation to the principal will be made for a return to the regular program. When possible return to the home school will be at the end of marking periods. The school personnel will have a conference with the parent and student.

WHAT ARE THE UNIQUE FEATURES OF YOUR PROGRAM? (Staff training, behavioral change techniques, instructional strategies)

Three School Districts (Hatboro-Horsham, Upper Dublin and Wissahickon) have joined together to offer a Consortium Alternative Program which is housed at Wissahickon School District. Each District is assessed their per pupil tuition rate for the length of time each student from that District is in the program.

Wissahickon provides the teaching staff and on-site counselor and administrator. The three districts cooperate to provide guidance counselor services from each school and designated administrative services by each District.

WHAT EVIDENCE DO YOU HAVE CONCERNING THE EFFECTIVENESS OF YOUR PROGRAM? (Student follow-up - evaluation procedures)

The program is new this school year and therefore, just got underway in September 1979. It is too early to determine effectiveness on a longitudinal basis.

However, in the five months that the program has been in operation, there is evidence of improved student achievement and attitudes among several students.

Program evaluation procedures are as follows:

A. On-going review by the Alternative Program staff.

B. A periodic review by the on-site administrator with the Alternative Program staff.

C. A semester review by the consortium administrative team.

ALTERNATE SECONDARY SCHOOL PROGRAM

Bradford County Action, Inc.

in cooperation with

Wyalusing Area School District

Program Dates

October 1, 1979

to

September 30, 1980

Submitted by: Bradford County Action, Inc.
and
Wyalusing Area School District

April 27, 1979

The administrative and guidance personnel in the Wyalusing High School are planning an Alternative Education Program for the constantly disruptive student who is on the verge of dropping out of school.

The program is designed to remove perpetually disruptive students from the regular classroom environment and placing them in an environment more conducive to meeting their vocational and educational needs.

It is our belief that placing these students in a classroom/worksite, separated from the rest of the student body, situation where they can experience success and improve their attitudes and achievements.

Placement of students within this program will be determined by guidance, administrative, and teaching personnel. Criteria will be based on, but not limited to the following: (1) perpetually disruptive in a regular classroom; (2) lack of social and academic success in a regular classroom; (3) minimum age of 16 to participate in the work component; and (4) chronic truancy.

The Alternative program is not designed to terminally place students within it, but to eventually return these students to a regular classroom. As a result of personal attention, vocational guidance, remediation work experience, and self-discipline received in this program they will have an attitude conducive to social, academic, and vocational achievement.

The program has been designed to create a positive situation where vocational and educational growth can be accomplished. The curriculum and format of the program are such that our objectives can become a reality. As is the case in all programs, the success

or failure depends heavily on the quality of people implementing the program. We will be in contact with the Bureau of Employment Security for hiring personnel who have exhibited success in effectively dealing with disruptive students.

The objectives of the program are to:

1. encourage the student to remain in school
2. eventually reinstate the student into a regular classroom
3. expose the student to various work skills
4. improve the student's self-concept which will create a more positive and productive attitude
5. develop positive work habits
6. improve the student's basic academic skills which will make him more confident and likely to succeed within a classroom and the world or work
7. improve the regular classroom atmosphere
8. develop an understanding and appreciation of the need for conservation practices through the use of job sites

To evaluate the program as it progresses, all personnel involved will be requested to complete written evaluations of the program. This will include: students, program instructor, counselor/administrator, job site supervisor, and regular classroom teacher.

Evaluation of the program will be based on, but not limited to consideration of the following questions:

1. How many students have been reinstated in the regular classroom?
2. Has there been improvement in the regular classroom atmosphere from which these students have been removed?
3. Are the basic skills of these students improving as

evidenced by pre and post achievement testing and subject grades?

4. Has there been a positive change in self-esteem and attitude as evidenced by observation of the student and attitudial testing?

5. Has there been improvement in the students attendance?

Qualified students will be permitted to work 15 hours per week for $2.90 per hour, or the minimum wage whichever is greater. The jobs will be designed to: (1) develop positive attitudes in the classroom and laboratory; (2) develop employable skills; (3) increase the student's awareness of the opportunities in the world of work; (4) supply work experience; and (5) provide gainful employment which will help the students to stay in school.

Suggested job sites in the county may include: public schools; borough and township units; county governmental units; hospitals; and governmental agencies (fire department, conservation department, forest service, public libraries, and other nonprofit agencies which may exist in the area).

The supervisor and aide will continuously evaluate work habits, occupational skills, motivation, and interpersonal relationships.

The aide must be familiar with orchard and farming practices, knowledge about machinery, skilled in building trades, and adapt interpersonal relationships with the students (patience, nonjudgemental, and consideration).

The hours spent in the shop will provide for occupational skills, instruction, and other requisities for employment. These will include: safety practices, interpersonal relationships, appropriate care and use of tools, machines, and other resources.

The shop classroom training component of the program will include, but not be limited to the following:

1. introducation, exploration and exposure to occupational skills (welding, carpentry, electrical wiring, drafting, masonry, repair of small household appliances, repair and maintenance of small engines, business skills, and basic educational skills)
2. increasing the awareness of job opportunities available in the community
3. development of personal attitudes which contribute to employability (good work habits, punctuality, commitment to dependability, loyalty and positive self-concept)
4. assistance through counseling in making personal career assessments and long-range plans for training opportunities

The program's responsibility will be to generate favorable evaluation within the confines of the stated objectives.

The teacher's responsibility relative to the cognitive area of the program will be to design a course of study in sciences and related vocational and conservation projects; also to carry out the design within the classroom and worksites. This program is to be primarily practical in content and observable within the confines of the worksites. The worksites will be in the classroom, school shops, and the school farm.

The English, math and history classes will be designed by regular classroom teachers.

The vocational and career guidance will be the responsibility of the guidance department as well as the necessary testing to evaluate the success of the program.

Counselors will continually evaluate and communicate to the student and provide immediate service as required. The counselor will administer a vocational assessment and academic achievement test to all students at the beginning and end of their participation in the program. The guidance department will be responsible for referral of individuals to outside agencies for supportive service, (rehabilitation, MH/MR sheltered workshops) depending upon the need.

The Bureau of Employment Security will be involved with job counseling, communicating job market information, and eventual job referrals for students.

The program's responsibilities will be to accomplish the cognitive and affective objectives of the program within a setting much more conducive to success for these students.

PARTICIPANT COST:

8 participants x 15 hours per week x 12 weeks x @$2.90 per hour	4,176.00	
8 participants x 15 hours per week x 33 weeks x @$3.10 per hour	12,276.00	
		16,452.00
FICA @$.0613 percent x $16,452.00		1,008.51
Workmen's Compensation Insurance @$.03 x 16,452.00		493.56

INSTRUCTIONAL COST:

1 instructor x 35 hours per week x 36 weeks x $8.00 per hour	10,080.00
FICA @$.0613 percent x 10,080.00	617.90
Workmen's Compensation Insurance @$.03 x 10,080.00	302.40
1 instructional aide x 20 hours per week x 45 weeks x $4.00 per hour	3,600.00
FICA @$.0613 x $3,600.00	220.68
Workmen's Compensation Insurance @$.03 x $3,600.00	108.00
1 counselor x 5 hours per month x 12 months x 10.00 per hour	600.00
FICA @$.0613 x $600.00	36.78
Workmen's Compensation Insurance @$.03 x $600.00	18.00
Counseling Materials	100.00
Supplies and Materials (participants)	500.00
Travel (home visitation, job sites, and referral agencies)	250.00
TOTAL	$34,387.83